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RESEARCH ABSTRACTS IN PRIMARY EDUCATION (1999-2002)

Volume 2

(A Compilation of 217 Research Abstracts)

October 2002

Research, Evaluation and Studies Unit
Technical Support Group for DPEP

Ed.CIL

EDUCATIONAL CONSULTANTS INDIA LIMITED

DISTRICT PRIMARY EDUCATION PROGRAMME

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Sumit Bose
Joint Secretary (EE)

Department of Elementary Education & Literacy
Ministry of Human Resource Development
Government of India
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FOREWORD

Under the District Primary Education Programme, considerable importance was given to research in primary education leading to adoption of research based strategies for improving the quality of education and efficiency in implementation of the programme. As a result, a large number of studies have been conducted at the national, state and district levels over the last seven years, since the launching of the first phase of DPEP in 1994. However, the findings of most of the studies were not shared with other states, research institutions, national agencies, and funding partners, and their dissemination and use had remained confined to a limited number of users within the state. In order to disseminate the findings of these studies to a larger group of planners, administrators and researchers interested in primary education, it was decided to publish the abstracts of various studies conducted under the auspices of DPEP in the different states as well as by national organisations such as NCERT, NIEPA and the Technical Support Group for DPEP.

The Research, Evaluation and Studies Unit of the Technical Support Group for DPEP under Ed.CIL assumed the responsibility of preparing and publishing such research abstracts. The first volume of research abstracts containing over 250 abstracts was published by Ed.CIL in April, 2001.

The Unit has now prepared this second volume containing 217 research abstracts under the guidance of Prof. ABL Srivastava, Chief Consultant, Research, Evaluation and Studies Unit, Ed.CIL's Technical Support Group. I hope this volume, like the preceding volume, will be found quite useful by all those interested in research and development of elementary education in India.

(Sumit Bose)

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	Dev B. Singh (Secretarial assistance)

PREFACE

In view of the need for wide dissemination of researches done in the field of primary education under the umbrella of DPEP, a project was undertaken to compile and publish abstracts of research studies conducted in the different DPEP states and at the national level. Abstracts of 254 studies completed upto November 2000 were published in a volume entitled "Research Abstracts in Primary Education (1994-2000) - A Compilation of over 250 Research Abstracts" in April, 2001. As several studies were in progress at that time and were completed after that, the work on compilation of research abstracts continued and now we have 217 more abstracts to present in this second volume of Research Abstracts. The abstracts of a few studies that were completed earlier but could not be available in time for the previous volume are also included in this volume.

The abstracts were supplied by various national and state level organisations on our request. The form for preparing the abstracts was specified by us. We are grateful to all the State Project Directors of DPEP, their Research & Evaluation Coordinators and Directors of all the national and state level organisations who supplied us research abstracts for inclusion in this volume. Information on the number of Action Research studies conducted at school level in the different states is also included. While every effort was made to collect and compile abstracts of all the studies completed till October 2002, it is possible that some were left out due to their abstracts not being received even after repeated reminders. However, inspite of some omissions, it is hoped that this volume of abstracts will prove to be as useful to various groups of users as the first volume was.

I am grateful to Shri Sumit Bose, Joint Secretary (EE) and Shri Praveen Kumar, Director (EE) for providing the necessary encouragement and support for preparing this volume. I am also grateful to Dr. (Mrs.) Vandana Varma for doing all the editing and re-writing work to produce the abstracts in the present form and to Shri Dev B. Singh for providing necessary secretarial assistance.

- ABL Srivastava

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INTRODUCTION

BACKGROUND

Research has played an important role in not only extending the boundaries of knowledge, but also in helping the planners, administrators and researchers alike in executing their task more effectively. Due emphasis was given to research in the District Primary Education Programme launched in 1994 to meet the challenge of universalising primary education with greater focus on contextuality and disaggregated targets and decentralised planning and management. Under this programme, efforts were made to provide access to primary education to all and to improve its quality through such strategies as adoption of innovative curriculum, diversified instructional methods, developing such support structures as Block and Cluster Resource Centres and organising need based teacher training programmes. Also inputs were provided to reduce gender and other types of inequalities reaching out to the marginalised and deprived section of the population. Emphasis was on more community involvement for attaining 100% enrolment and retention of children in 6-10 years age group. To begin with, DPEP was launched in 42 districts spread over seven states. Later the scheme was extended, in a phased manner and now as many as 273 districts spanning over 18 states are covered under DPEP. In the course of implementation of DPEP it became necessary to conduct need based research and evaluation studies to help in understanding and dealing with the problems and finding solutions for improving the effectiveness of various inputs and interventions.

A number of studies relating to DPEP have been conducted at the national, state and district levels over the last 7 to 8 years, but many of them have remained unpublished. For wider dissemination of information about these studies, it was decided to compile and publish the abstracts of various studies conducted in the context of DPEP. Over 250 abstracts of research studies completed till November 2000 were published by Ed.CIL in April, 2001. The abstracts of studies completed after November 2000 and also of those completed earlier, but not included in the previous volume, are presented in this second volume. These have been classified state-wise and subject area-wise. Not only the sponsored studies, but those conducted by national and state level agencies such as NCERT, NIEPA, Ed.CIL's Technical Support Group for DPEP and NGO's are also covered.

OBJECTIVES:

In this compilation an attempt has been made

- to present abstracts of studies giving in brief the objectives, the methodology and the main findings of the studies,
- to categorise the studies state-wise and according to national level organisations responsible for conducting the study,
- to classify the studies according to the field of study,
- to present the broad trends in research on the basis of the compiled abstracts, and
- to present information on the number and area of Action Research studies completed in each state.

METHODOLOGY:

A format for reporting abstracts was developed and sent to all State Project Offices of DPEP and heads of various national and state level organisations. They were requested to send the abstracts of all the recent research studies related to DPEP as well as of those which were not recent but, for some reason, were not included in the previous volume. In the case of NIEPA, abstracts of quite a few old studies have been included in this volume, as the same were not made available for inclusion in the previous volume. The research abstracts so received had to be edited and some had to be re-written for the purpose of this report, so that they all follow a common format. In each abstract, information is provided on:

- *Author and title of the study; year of completion*
- *Scope and geographical coverage*
- *Methodology*
- *Major findings and*
- *Implementation and action points.*

In this volume, the studies conducted in 15 out of the 18 DPEP states, besides NCERT, NIEPA and Ed.CIL's Technical Support Group, have been covered. The states which have not submitted any abstract, are Bihar, Jharkhand and Uttaranchal. Table 1 gives the break up of studies state-wise according to the type of agency responsible for conducting the study and Table 2 gives state-wise break up according to broad field of study. Attempt was made to compile abstracts of all the studies completed by July, 2002. Table 1 also gives information on number of Action Research studies (mostly carried out by teachers or head teachers in primary schools) completed in each state. The data is, however, incomplete as some states did not provide the required information on their Action Research studies.

DISTRIBUTION OF STUDIES

In the present compilation of abstracts of researches, there are 18 national level, 106 state level, 50 district level studies (Table - 1). Besides them 30 studies conducted by NGOs, and 12 by Universities / Colleges, have also been included. 1299 Action Researches were conducted as shown Table-1, according to the information provided by the states.

Table 1: Distribution of DPEP-sponsored research studies and Action research during 2000-02

S. No.	State/Institution	A National-level	B State-level (SCERT, RIE, SIE, SIEMAT *etc*)	C NGOs/ Research Institutions/ Individuals	D District-level (DIET, BRC/ CRC)	E University /college	**Total Research studies**	Action research (1999-2000)
1.	Andhra Pradesh	1	2	1	3	2	9	—
2.	Assam	—	9	4	5	1	19	74
3.	Chhatisgarh	1	—	1	1	4	7	—
4.	Gujarat	—	34	—	—	—	34	2
5.	Haryana	—	4	—	1	—	5	497
6.	Himachal Pradesh	—	8	—	—	—	8	13
7.	Karnataka	—	1	3	—	—	4	10
8.	Kerala	—	10	—	—	—	10	286
9.	Madhya Pradesh	—	3	3	—	—	6	165
10.	Maharashtra	—	3	—	—	—	3	59
11.	Orissa	1	7	4	28	—	40	14
12.	Rajasthan	—	5	3	8	—	16	18
13.	Tamil Nadu	—	6	1	—	—	7	161
14.	Uttar Pradesh	—	8	8	—	1	17	—
15.	West Bengal	—	1	—	—	2	3	—
16.	Ed.CIL (TSG)	6	—	—	—	—	6	—
17.	NCERT	3	—	2	—	2	7	—
18.	NIEPA	7	5	—	4	—	16	—
	Total	19	106	30	50	12	217	1299

Out of 217 research abstracts, major contributing states were Orissa - 40 (18%), Gujarat - 34 (16%), Assam - 19 (9%), Uttar Pradesh - 17 (8%). Among the national agencies - 16 are from NIEPA, 7 from NCERT and 6 from Ed.CIL.

The research studies may be classified in nine categories as shown in Table 2. Table 3 gives the distribution of all the studies state-wise in these categories. The major areas covered in these research abstracts were: Planning and Management; 47 (22%), Enrolment and Retention - 24 (11%); Education of disadvantaged groups - 47 (22%); Pedagogy - 32 (15%); Pupil Evaluation - 23 (11%); Teacher Education - 25 (12%) and Community participation 12 (6%). In the area of Early Childhood Education, one research study was reported.

Table 2: Topics of research studies in different fields of study

Code	Field of Study	Topics Covered
A	Planning and management	Finance and grants for schools; Managerial structure and administrative function of DPEP, School management etc.; School efficiency, comparison between government and private primary schools *etc.*; Appraisal studies; Private and social cost of education.
B	Enrolment and Retention	Impact of DPEP intervention on enrolment and attendance; Retention and dropouts; Motivational strategy for enrolling out of school children.
C	Education of disadvantaged groups	Educational status and problems of (i) Physically handicapped (ii) Socially and economically backward groups (girls; SC; ST; Migratory children; slum dwellers); Social assessment/gender studies.
D	Community participation	Role and functioning of VEC, community, Panchayati Raj, schools and teacher accountability, PTA etc.; Appraisal of the work of these agencies; Community mobilisation & participation.
E	Teacher education and training	Evaluation of teacher training programmes; training needs; Assessment of teachers' (i) knowledge of content area (ii) effective classroom transactions (iii) perceived social and educational status (iv) problems; Evaluation of Teacher training programmes (i) In-service programmes of teachers. (ii) On the job support in improving their functions. (iii) Training of Anganwadi workers; Problems relating to teachers such as Teacher Absenteeism *etc.* (v) Appraisal studies in these areas.
F	Pedagogy: curriculum, textbook & other materials	Classroom Processes; Learning disabilities; Large size classes; Gender bias; Cooperative learning approach; Activity based approach; MLL based teaching; Use of local specific/activity oriented resource material and TLM; Problems of teaching learning in languages and Mathematics; Management of learning situation inside and out side the class with the help of (i) peer group (ii) innovation in teaching learning methods and strategies (iii) readiness programme.
G	Pupil evaluation	Baseline Assessment Studies (BAS); Mid-term Assessment Studies (MAS); preparation of assessment material; achievement tests *etc.*; Continuous and Comprehensive Evaluation of pupils.
H	Early childhood	ICDS/ECCE programmes.
I	Others	Alternative schooling, Unrecognised schools, Civil works; status-cum-trend report on educational research *etc.*

Table 3: Distribution of DPEP-sponsored research studies conducted during 2000-2002, according to the field of study

S. No.	State/Institution	A Planning & management	B Enrolment and Retention	C Education of disadvantaged groups	D Community participation	E Teacher education and training	F Pedagogy: curriculum, textbook & other materials	G Pupil evaluation	H Early childhood	I Others
1.	Andhra Pradesh	3	—	3	1	1	—	1	—	—
2.	Assam	2	4	2	—	2	6	2	—	1
3.	Chhatisgarh	4	1	—	—	1	—	1	—	—
4.	Gujarat	4	—	4	1	14	10	1	—	—
5.	Haryana	2	—	1	—	—	—	2	—	—
6.	Himachal Pradesh	3	1	2	—	1	1	—	—	—
7.	Karnataka	—	—	—	1	—	—	3	—	—
8.	Kerala	2	1	1	2	—	2	2	—	—
9.	Madhya Pradesh	1	1	1	—	1	1	1	—	—
10.	Maharashtra	1	2	—	—	—	—	—	—	—
11.	Orissa	4	8	18	3	3	3	1	—	—
12.	Rajasthan	3	2	4	1	1	4	1	—	—
13.	Tamil Nadu	—	1	5	—	—	—	1	—	—
14.	Uttar Pradesh	4	1	2	—	1	2	2	1	4
15.	West Bengal	—	—	2	—	—	1	—	—	—
16.	Ed.CIL	2	1	—	—	—	2	—	—	—
17.	NCERT	1	—	1	—	—	—	5	—	—
18.	NIEPA	11	1	1	3	—	—	—	—	—
	Total	47	24	47	12	25	32	24	1	5

TRENDS IN RESEARCH

PLANNING AND MANAGEMENT IN EDUCATION

Forty-seven studies (roughly one fifth of the total number of researches) have been reported by twelve states, NCERT and NIEPA. Of these 11 studies were conducted by NIEPA itself. (See Table 3).

Three studies have been reported from **Andhra Pradesh**. Studies on management and administration of primary schools suggest that the supervision system needs to be strengthened. The curriculum, teaching methods and teaching aids also require some modification to impart quality of education, based on surrounding natural resources and cognitive skills of tribal children. Two studies reported by **Assam**, highlight the ethnic segregation due to location of schools and mushroom growth of venture schools as the cause of low enrolment in regular schools. Two studies reported from **Chhattisgarh**, suggest need-based training for Principals of primary schools and indicate that quality improvement can be made if teacher develops positive attitude towards training. Two studies have been reported from **Haryana** and three from **Himachal Pradesh**. One study has shown that there is growing trend of parents towards enrolling their children in private public schools. A study on media support gives the indication that the expansion of literacy programme has resulted in decrease in dropout rate, increase in enrolment and promotion of girl's education. Four studies have been reported from **Uttar Pradesh**. One of them (MAS) reveals that achievement level of students has considerably increased in UPBEP schools. The overall trend appeared to be quite encouraging even when viewed from MLL criteria. One study, from each of the states, **Maharashtra, Madhya Pradesh** and **Orissa**, one from **NCERT** and four from **Ed. CIL**. have been reported. One of them indicates that there are still a large number of districts in which the DPEP goal of reducing the dropout rate to less than 10% has not yet been achieved. Another showed that the growth rate in the number of students in primary schools has declined in the recent years. A study suggests the need for proper utilisation of grants in the future, in the larger interest of primary education. Four studies have been reported from **Rajasthan** and eleven studies from **NIEPA**. A study on effectiveness of DPEP Resource Institution indicates a new awareness generated regarding the need for sending children to schools by the mobilisation efforts of DPEP. Studies on educational process and progress to examine the extent to which DPEP has changed functioning and effectiveness of Govt. schools. A cohort study assesses to improve the internal efficiency of school and the need for educational reforms to increase the relevance of education for various sections of society. Two studies have focussed on various dimensions of access and retention. A national evaluation study based on an assessment of the functioning of DIETs, highlights the inability of DIETs to perform functions expected of them.

ENROLMENT AND RETENTION

A total of twenty-four studies on enrolment and retention have come from ten states, Ed.CIL and NIEPA.

From **Assam** two studies have been reported. One of them is on sustainability plan for DPEP mainstreaming of DPEP interventions. One study from **Chhattisgarh** has been reported on impact of various interventions of DPEP to assess realisation of DPEP objectives in the light of strategies planned showing some factors, which are being ignored or are obstructing the achievement of DPEP targets. Studies on enrolment trends in class I highlight declining enrolment in class I. A study on evaluation of factors responsible for enrolment, retention and achievement of students in **Madhya Pradesh** shows better performance where maximum teachers are graduates and postgraduates. One Cohort study and the other study on enrolment and retention have been reported; the latter shows that girl's enrolment has increased over the years due the DPEP interventions. Eight studies have been reported from **Orissa.** Among them studies on classroom transactions show that the majority of teachers failed to link activity based instruction with actual teaching -learning situation and four of them reported causes of declining enrolment of students. Two studies from **Rajasthan** have been reported on impact of DPEP interventions. One of them suggests that the level of learning had increased after the motivational training received by the teachers. **Tamil Nadu, Uttar Pradesh, Ed. CIL** and **NIEPA** reported one study each on enrolment and retention.

EDUCATION OF DISADVANTAGED GROUPS

A total of forty-seven studies, the largest number, have been reported in this area. These studies were conducted by twelve states, NCERT and NIEPA.

Three Social Assessment studies on dalits, tribal and working children have been reported by **Andhra Pradesh**. These indicate that incentives given to the students encourage the parents to send their children to school. Two studies have been reported from **Assam**, four studies from **Gujarat** of which two studies are on girl's education. These show that parents illiteracy and poor financial condition affects girls education. Two studies have been reported from **Himachal Pradesh;** among them a study on gender sensitisation indicates that the parents should be made aware of the women's education and their role in the development of children. There is one study from Kerala on gender concern and one concerning Bhil children reported by Madhya Pradesh. Of the 47 studies 18 studies were conducted in **Orissa** itself. Among them studies on socio-economic status of backward communities indicate that VEC plays a major role in enrolling these children and sensitizing their parents for attitudinal change for bringing in the fold of EE. Some studies on causes of dropout of girls in Orissa point out the causes as less motivation among teachers, inadequate schooling facilities, poverty and lack of education among the tribal parents. Some studies from Orissa on assessment of causes of low enrolment of girls suggest that opening of pre-schools, day care centers and labour saving technologies for girls would improve their participation in school programme. From **Rajasthan** four studies have been reported, two of which relate to girl's education. One is on impact of incentive schemes on enrolment of girls and the other on status of girl's education. The third is on child labour, teaching and their resettlement in schools. It suggests an ambitious programme to motivate these children for primary education. Five studies have been reported from **Tamil Nadu**. Among them there is a study on disabled children, which suggests training of teachers and anganwadi workers for integrating disabled children into schools. A study of the disadvantaged groups indicates that programmes to draw and retain children in schools will be more effective if these are integrated with adult literacy programme and measures to improve village infrastructure. Two studies have been reported from **Uttar Pradesh**. According to one of these, a positive trend of improvement in retention of students especially girls is seen in some districts due to free textbook distribution. Two studies have been reported from **West Bengal** on girl's enrolment which suggest the need for strengthening infrastructural facilities of the schools and generating community awareness at the societal level. One study each from **NCERT** and **NIEPA** have been reported.

COMMUNITY PARTICIPATION

Twelve studies have been reported in this area from six states and NIEPA.

A study on 'Loksahayog', shows that enhancement of quality in education is possible by increasing community contact and the other study from **Karnataka** shows enhancement of educational opportunities and accessebility through DPEP training and microplanning. Two studies reported from **Kerala**, suggest that organisational structures consisting of MTA, Anganwadi workers, the grass root level leaders and Panchayati Raj have greater responsibility and greater role to play in ensuring and encouraging peoples' participation. Three studies conducted by **Orissa**, one from **Rajasthan** and three from **NIEPA** have been reported. A study on perception of Village Committees indicates the need for teacher and public accountability with public-private partnership.

TEACHER EDUCATION AND TRAINING

Twenty-five studies have been reported by nine states in this category.

One study from **Andhra Pradesh** and one from **Assam** have been reported on teacher training. A study on multigrade teaching assesses how the training programme, teachers' handbook and methodology are effective for teachers to deal with multigrade situation. Fourteen studies out of twenty five (roughly half) were conducted by **Gujarat** itself. Among them five studies on teacher training indicating that hard spots of the subject matter can be taught with ease and quality improvement can be brought about through need based training of the teachers. Studies on MLL based learning indicate that activity based, child centered and joyful learning situations make learners interested in learning and the teaching learning process more effective. Three studies have been reported from **Orissa** among them, one on evaluation of Anganwadi Centers suggests that if they are attached to primary schools their effectiveness in enrolment and retention of the children would increase. A study on the assessment of in-service training programme highlights that enrolment and retention can be increased by the new teaching learning methodologies adopted by the trained teachers.

PEDAGOGY, CURRICULUM, TEXTBOOK AND OTHER MATERIALS

Thirty-two studies have been reported by nine states, in this area.

Six studies have been reported from **Assam**. Among them the studies on teaching of EVS through nature study, drill and practice to develop drawing ability of students suggest that activity based teaching is more effective to raise the level of performance and level of aspiration of the students. Ten studies have been reported from **Gujarat**. A study of **Himachal Pradesh** indicates the main reason for non-utilisation of TLM is lack of training in their use and non-availability of the material at appropriate time. Two studies have been reported from **Kerala**. One is on integrative approaches in classroom transaction which shows that the training imparted has enabled a large number of teachers to rise above their passive role and actively transact and mature into real professionals. Another study on learning environment provided for developing process skills through environmental study suggest that many of the concepts in Science which cannot be assimilated by the children with their own efforts, can be grasped by observation of demonstration. Three studies have been reported by **Orissa**. Among them, one on low achievement in Mathematics suggests suitable methods and teaching aids should be used for conceptual clarification and development of basic skills. Two studies have been reported from **Uttar Pradesh** indicating marked changed in the perception of community and Education Department towards girl's education, due to which enrolment and retention of girls have increased. Four studies from **Rajasthan**, one study each from **Himachal Pradesh**, **Madhya Pradesh** and **West Bengal** have been reported in this area.

PUPIL EVALUATION

Twenty-four studies have been reported from eleven states, Ed. CIL, NCERT and NIEPA.

Two studies from **Assam** have been reported in this area, of which one study indicates the need to impress upon the teachers to use activity based teaching learning methodology in classroom. One study, from each of the states **Andhra Pradesh**, **Chhattisgarh** and **Gujarat** has been reported. Two studies have been reported from **Haryana** and three studies from **Karnataka**. A study from Karnataka on achievement test, indicates the achievement level of SC and ST students is same as that of others showing the positive impact of DPEP interventions in some districts. Another study indicates the average holding power of school for all DPEP districts, has increased up to 82%. Two studies have been reported from **Kerala**. One study has been reported from each of the states **Madhya Pradesh**, **Rajasthan** and **Tamil Nadu**. Five studies have been reported from **NCERT**. Among them, one study suggests that to enhance the learning capabilities of tribal students, generation of tribal specific teaching material is required. Other studies on scholastic attainment indicate the requirement of concerted efforts to improve the achievement level in rural areas, especially of the SC and ST students. Two studies have been reported from **Uttar Pradesh**. A positive trend on teacher effectiveness is seen in some districts. Three studies have been reported from **NIEPA** and one from **Ed. CIL** in this area.

EARLY CHILDHOOD

Research on ICDS/ECCE programmes come under this area. Early childhood seems to have received least attention as only one research abstract was made available in this area.

OTHERS

Research on Alternative schooling, unrecognised schools, civil works, status-cum-trend report on educational research come under this area. Five studies have been reported by two states. Three studies have been reported by **Uttar Pradesh** and one from **Andhra Pradesh**.

ACTION RESEARCH STUDIES

Apart from the research studies of which abstracts are included in this volume DPEP has been actively encouraging the conduct of action research by primary school teachers in every state. As shown in TABLE I, nearly 1299 action research studies have been conducted in the different states, all sponsored by DPEP. However, since all the states did nor submit information on their Action Research Studies, the actual number of such studies is much more and could be close to 2000. These studies were conducted by teachers after they received some training in Action Research. Most of the studies are on problems faced by the teachers, such as in teaching of specific subjects and on innovative methods used by them to facilitate learning of difficult concepts. In this compilation of abstracts, the abstracts of Action Research Studies are not included. However, quite a few states have published abstracts of selected Action Research Studies conducted under DPEP in the state.

CONCLUSION

Under DPEP, over the last 6 to 7 years, the states and national level institutions have conducted a large number of studies on a variety of problems related to quality of primary education, enrolment and retention in schools, role of the community, education of the disadvantaged groups and in many other such problem areas. The main objective in publishing the abstracts of these studies, was to make their findings available to a large group of educational administrators, researchers and others interested in development of primary education at various levels. It is hoped that this second volume of research abstracts will be found useful by all such users at the national level and in the states.

ANDHRA PRADESH

CHALAM, K. S. 2000. **Promoting schooling among Scheduled Caste children in Andhra Pradesh (A Social Assessment Study).** *Andhra Pradesh. APDPEP. Hyderabad. Academic Staff College. Andhra University, Waltair, Visakhapatnam.*

Objectives : (i) To help DPEP to introduce policy interventions to support the accessibility of education to the focus groups, (ii) to help DPEP to introduce changes in the management and monitoring of the system to encorouge greater participation of the focus groups. To help DPEP to prepare a communition strategy / compaign to reach the focus groups, (iii) to help DPEP to support decentralization process to be more sensitive to the needs of the focus groups, and (iv) to help DIETs to prepare sensitization packeges for teachers.

Scope and geographical coverage : The scope of the study is limited to study the position in selected households of school going and non-school going categories of children in 19 DPEP districts.

Methodology : Individual households and groups consisting of parents, VEC members, caste leaders, teachers and elders from among the Scheduled Castes of the 19 DPEP districts. In each districts 4 mandals on the basis of literacy levels of Scheduled Castes (two High Literacy and two Low Literacy mandals) were selected. In each mandal, two villages (one High Literacy Village and one Low Literacy Village) were selected. In each village 10 households on the basis of school going and non-school going children were selected according to random method. Thus in all 1520 households (760 school going and 760 non school) were selected from 150 villages in 76 mandals of 19 districts. A structured schedule was prepared for the parents and Focused group discussions were held with different groups belonging to Schedule Castes to obtain data on the problems being faced in education of S.C. children. After computerization, the data were presented for the state as a whole in terms of absolute number in each category and percentage to the total.

Major findings and action points : (1) Only 20 castes out of 59 sub castes among S.Cs. are numericaly dominant and are represented in educational institutions. (2) 90% of Dalits in the rural areas are not aware of the provision of incentives for sending their children to schools. (3) Because of poor economic background not even 30% of S.C. children admitted in primary schools could reach 7th standard. (4) The poor economic background coupled with the practice of untouchability and discrimination that prevailed even today in remote rural areas make the dalit child inaccessible to school. (5) Even if the parents are motivated to send their children to school sooner or later they withdraw due to economic conditions at home particularly at the enrolment of second child in the family. (6) Six districts viz. Mahabubnagar, Nizamabad, Adilabad, Medak, Vizianagaram and Nellore were found to have less enrolment and high dropout of S.C. children. (7) The decentralization process of school management through VECs / School Committees was not known to many of the dalits. (8) It is possible to widen the incentive net-work by extending economic and social incentives to a group of entire subcaste in a location to promote universalization of schooling among dalits. (9) It is necessary to sensitise the primary school teacher with innovative modules of teacher training to emphasise with the dalit situation to promote schooling. (10) Innovative and cost effective communication channels through folk forms, NGO involvement and by mobilizing Ambedkar Associations to sustain dalits demand for school education needs to be promoted. [Project duration : January 1999-August 2000.] {AP/01}

DPEP CORE RESOURCE GROUP. 2000. **Students' Achievement under MAS in Phase II, State of Andhra Pradesh.** *DPEP.NCERT,New Delhi.*

Objectives : (i) To measure the average performance of students' achievement on the newly generated competency based achievement test in language and Mathematics at the end of class I and at the end of penultimate class of primary schooling, (ii) to compare the average performance of students' achievement on the BAS tests administered during the initial survey in 1996 with that of students' performance on the same tests readministered during MAS in 1999, (iii) to compare the achievement differences in regard to area, gender and social groups on MAS tests, and (iv) to study the effect of variables like home, school and teacher, classroom practices, incentive schemes etc.

Scope and geographical coverage : The MAS was targeted to cover 5 districts under DPEP Phase II in the states of Andhra Pradesh.

Methodology : Normative correlation Survey Design was employed for conducting the Mid-Term Assessment Survey. Multistage stratified random sampling technique was employed for the selection of various constituents of the MAS. 10% of the total number of Govt. and Govt. aided primary schools, including primary sections attached to upper primary/secondary/ senior secondary schools having classes I to IV, all the teachers including the head teacher, all students at the end of the initial stages of primary schooling and at the end of the penultimate stage of primary schooling constituted the sample. A set of newly generated Competency Based Achievement test in language and Mathematics was employed for assessing students' performance under the MAS at the end of the initial stage and penultimate stage of primary schooling. Since these tests were different from the earlier tests used in the initial survey (BAS), they were used only for assessing the average performance of the students and also for finding achievement gaps between gender and social groups in the present context. The same set of tests that were used during the initial survey in the year 1996 were re-administered subsequent to the MAS tests to the students of 10 randomly selected schools out of the total number of sampled schools in each project district. The initial tests were administered to the same set of students of the 10 selected schools who had already attempted new tests under MAS. Data was analysed in terms of mean percentage and standard deviations beside distribution of frequencies and cumulative frequency against different intervals ranging from 0 to 100.

Major findings : (1) The average achievement of class I students had ranged from 69.67% to 82.45% in language and from 74.74% to 85.87% in Mathematics. Warangal district had taken the lead by crossing 82% in language and 85% in Mathematics. (2) The average performance of the students in class IV in language had varied from 53.13% to 61.67%. (3) A comparision of students' achievement on BAS test administered in 1996 and in 1999 has revealed that all the district had shown positive trends in class IV language, of them, three had shown significant improvement ranging from 9% to 16%. (4) In Mathematics, all the districts had portrayed significant improvement in students' achievement in class IV, ranged from 9% to 17%. (5) Genderwise differences in language achievement in class IV were not found to be significant in 4 out of 5 districts. The existing differences were found to be less than 5% in all the districts. (6) The genderwise differences in Mathematics achievement were found to be significant 4 out of 5 districts. However these differences were found to be less than 5% in all the districts execpt Vizianagaram, where it turned out to be 6.3%. (7) The areawise differences in achievement in Mathematics in class IV were found to be less than 5% in three out of 5 districts, of them one district displayed significant difference favouring rural students. In the remaining two districts the differences in achievement turned out be significant and above 5% level, of them, one favouring urban students and another favouring rural students. (8) The areawise differences in achievement in achievement in language in class IV were not found to be significant in 3 districts. In the remaining 2 districts, the differences were found to be significant, favouring urban students in Karimnagar and rural students in Karnool districts. (9) The difference in achievement in between ST and Others had also been reduced to the DPEP ceiling of less than 5% of one district.

Implications and action points : (1) In those districts where the hike in achievement was found to be exceptionaly outstanding, intervention efforts may be continued to sustain the gains. (2) For districts showing moderate gains, intervention efforts may be stepped up to boost the level of students' achievement through intensive coaching and cooperative learning. (3) In districts where students' performance had taken a dip, spirited intervention efforts may be made in the direction of rejuvenating the system not only by undertaking the re-analysis of data but also introducing research based interventions. (4) More inputs are needed in rural areas in respect of class I and in both urban and rural areas in classes III and IV. (5) To enhance the learning capabilities of tribal students, requires the generation of tribal specific teaching learning material in Mathematics. {AP/02}

KUMARI, KUSUM. B.; KOMALAVALLI, V. J., PANDURANGAM, K., VIJAY KUMARI, L. & SASI, B. 2001. **A study on Strategies for Strengthening of Educational Supervision at Primary level.** *Andhra Pradesh. SCERT, DPEP, Hyderabad.*

Objectives : (i) To study the existing practices of inspection and supervision being followed by MEOs and Dy. E.Os at Primary level, (ii) to bring necessary changes in the format of the annual inspection report to make it an effective instrument of inspection and supervision, and (iii) to suggest measures to supplement the existing procedures of inspection and supervision for improving the standards of education.

Scope and geographical coverage : Limited to inspection and supervision in 50 mandals of 5 DPEP Phase-1 districts.

Methodology : The sample for the study was 50 mandals in 5 DPEP Phase-1 districts at the rate of 10 mandals per district. 3 Urban, 4 Rural and 3 Tribal mandals were selected in each district through random sampling procedure. Tools used for data collection were : Structured Interview Schedules, Checklists, Documentation, informal meetings and interviews. The data collected were analysed using percentages and presented in the form of tables and discriptions of the data.

Major findings : (1) The Inspecting Officers (MEO / Dy. I.Os) indicated that the following items of work may be deleted from their job chart and entrusted to officers of concerned departments. **Academic** : (a) Visits to Adult Education Centres. (b) Visits to N.F.E.Centres. (c) Visits to hostels. **Administrative** : (a) Release of different kinds of scholorships (b) Verification of Acquittances. (c) Fixation of cadre strength, vacancy position, recruitment, pensions and transfers. (d) Clearance of audit objections. (2) 85.91% of the MEOs expressed the need for provision of initial in-service training to discharge their duties effectively as per their job chart. (3) None of the inspecting officers were able to attend all the 12 items of academic work indicated in the job chart. The sampled MEOs could only attend 19.57% to 89.13% of items. The priority given by MEOs to the items are in the following orders. (a) Maintenance of visit charts and attending T.C.meetings. (b) Surprise visits to schools and arranging remedial instructions. (c) Submission of reports and giving demonstration lessons. (d) Guiding schools in the preperation of institutional and instructional plans. (4) Only 30% of MEOs could cover 100% of primary schools for inspection. (5) The no. of schools alloted to each MEO for inspection varied from 20 to 100. (6) The following are the reasons stated by MEOs for their inability to complete the work as per the job chart. (a) Lack of transport facility (b) Too many assignments in the job chart. (c) Lack of knowledge on academic and administrative issues, like guiding school complexes, adoption of "C " catogory schools, upgradation of schools, fixation of cadre strength etc. (7) 97.83% MEOs are reported to be verifying utilisation of grants given to schools (school and teacher grants). (8) 80.44% MEOs informed that they were able to enlist the cooperation of the community on aspects like provision of drinking water, provision of additional classrooms, repairs to furnitures, repairs to school building etc. (9) More than 50% of DEOs informed that the MEOs / Dy. I.Os were preparing annual programme for inspection and supervision and getting approved by them. (10) The inspection reports were not being reviewed by the higher authorities regularly and as such the quality of inspections carried out was not being commented upon to the desired level.

Implications and action points : (1) Majority of the teachers indicated that the present inspection and supervision system at primary level need to be strengthened as the existing system is not able to cover all the schools, is not able to provide individual guidance for the teachers and more importance is given to administrative matters etc. (2) Inspection proforma has to be revised to be more relevant and comprehensive to make it an effective tool for inspection and supervision. [Project duration : January 1998 - March 2001] {AP/03}

ORG - MARG, HYDERABAD. 2000. **Study on Administration and Management of Primary Schools in Tribal Area**. *Andhra Pradesh. ORG Centre for Social Research. Sponsored by APDPEP.*

Objectives : The main objective of the study was to identify mechanisms and resources for administration and management of primary schools of tribal areas through a single system. The specific objectives were. : (i) To review the existing administrative and management structures for the management of primary schools in tribal areas, (ii) to identify the roles and responsibilities of each structure in the management of primary school in tribal areas at different levels viz., State, District and Mandal levels and to identify the areas of overlap, (iii) to study the coordination and linkages existing at various levels between the various structures, (iv) to study the educational planning process for achieving UPE especially amongst tribal population followed by the different management structures and the vertical and horizontal linkages established for designing the plans, and (v) to assess the strengths and weaknesses of the existing systems and to recommend a feasible and effective system of administration and management of primary schools in tribal areas.

Scope and geographical coverage : The scope of the study was limited to 150 schools of 15 mandals in the 5 DPEP Phase-I districts of Andhra Pradesh.

Methodology : Head Masters of 150 sampled schools, 150 School Committee Members, Parents,15 MEOs and MRPs, 5 APCs and DEOs of the sampled schools / habitations, 3 mandals and 5 DPEP of Phase-I districts besides functionaries of Tribal Welfare and Social Welfare Depts. From each of 10 schools, Head Master of the school and 1 school committee member (150) were also selected with 10 others (POs and DTOs etc.). Qualitative (Structured Questionnaires and Check lists) and Quantitative Research Tools were used. Data were analysed and presented in tables with percentages.

Major findings : (1) The strength of the teachers in most areas was adequate as per the norms. However in tribal areas the practice of recruiting Vidya Volunteers to meet any deficit was not very encouraging. (2) In tribal areas there was dual reporting structure at the Mandal level. The information from school was sent to ITDA and on some issues to the APC, DPEP (through MEO). Thus the role of MEO has been marginalised in the ITDA areas unlike in non tribal areas. (3) Since H.Ms. of schools are not providing all informations to the MEOs, the decisions to be taken by the MEOs on important issues like opening of new schools, recruitment of teachers, upgradation of the schools etc., are often delayed due to lack of vital information. (4) The level of interaction among various agencies at district level viz., DEO / APC and ITDA involved in promoting primary education in tribal areas was found to be limited particularly in the areas of formulation of annual plans and budgeting. This is due to inadequate and delayed flow of information from the ITDA. (5) With regard to school inspection, it is revealed that MRPs. visit schools once in a month, MEOs visit once in 3 months and MEOs visit and DEO visits irregularly. This is possibly due to large no. of schools under the jurisdiction of the MEO which ranges from 50 to 100. (6) In the tribal areas, the system of supervision suffers some major bottleneck, namely non-availability of ITDA official at the mandal level exclusively to monitor activities relating to education. Therefore it is necessary to involve the MEOs in the monitoring system for functioning of tribal schools. [Project duration : March 1998-November 2000] {AP/O4}

PULLA REDDY, V. P.; REDDY, P. ANURADHA & REDDY, P. REVATHI. 2000. **Impact of in-service training on improvement of quality in education.** *Andhra Pradesh. SCERT. APDPEP, Hyderabad.*

Objectives : (i) To study the impact of in-service training on improvement of quality in education, (ii) to study the impact of in-service training on the involvement of teachers for the improvement of enrolment and retention, and (iii) to study the effectiveness of the training package supplied by DPEP.

Scope and geographical coverage : The scope of the study is limited to 30 schools (including tribal, rural and urban schools) of 5 districts only.

Methodology : From three catogories of schools (tribal, rural and urban), two schools (two teachers in each school) from each category were selected in each of the 5 districts. The tools developed were : (i) Teacher Perception schedule. (ii) School Committee Perception Schedule. (iii) Classroom Observation Schedule. (iv) Academic Awareness Questionnaire. Data collection was made through classroom observations, interviews with teachers and interviews with school committee members. The data analysed were presented in tabular form.

Major findings and action points : (1) Teachers percieved access, enrolment and retention alone as the objectives of DPEP since the achievement objective was not emphasized in the training programme as well as at the implementation level. (2) Teachers feel that the financial assistance from the govt. and continuation of training to teachers will help in working towards improvement of enrolment, retention and achievement even after DPEP. (3) Lesson plans were not properly maintained by teachers due to lack of regular monitoring. (4) Lecture method is to some extent substituted by demonstration method but strategies explained in the training programme are not adopted by many teachers due to large classes, poor infrastructure, coverage of syllabus and lack of training in the preparation of activity packs. (5) Grouping technique is not being adopted in many schools as it may interfere with the discipline of the class . This implied lack of effective supervision by the teacher during the group activity. (6) Individual differences were not properly tackled; slow learners were getting extra attention and gifted were neglected as there was no discussion on this aspect in teacher training programme. (7) There was no gender bias in the instructional process. (8)

Some of the teachers were unable to identify topic related innate abilities and there was minimum scope for natural self learning as the teacher was still taking major share in the teaching learning process. (9) Pupil evaluation was made only through question answer method but not activity based. (10) There was a visible good rapport between teachers and parents. (11) Rural and urban schools were getting good community support in the upkeep of schools and sending children to schools. In tribal areas, the low socio- economic status of community and isolated habitations were coming in the way of good rapport between school and community. (12) The School Committee meetings in rural and tribal areas are held with cohesion and in urban areas it is mandatory because of the busy schedule of urban population. (13) Enough importance was not given to pupil's achievement in the school meetings, as enrolment and retention were the immediate concerns. (14) Door to door surveys and community meetings were conducted by School committee for improvement of enrolment and retention and these have good impact in rural and urban areas but these were not so effective in tribal areas, which have the problem of girl child and child labour. (15) There was effective teacher- pupil and teacher-parent relationship due to frequent visits of the community to the school and school to the community in connection with the organization of compaigns for enrolment and retention.(16) The academic awareness of teacher related to the in-service training given by DPEP was moderate about (50%). (17) OBB material was not supplied to many schools particularly tribal and rural schools and where available it was not being used. (18) School grants were not being utilized properly by many schools and were mostly used for getting furniture only. In some schools, School Committee Members were not aware of this provision. [Project duration : October 1998-November 2000.] {AP/O5}

Reddy, G. Narsimha. 2000. **Utilization of School and Teacher Grants (Qualitative Impact Assessment Study).** *Andhra Pradesh. APDPEP. Hyderabad. DIET, Pallepadu, Nellore District.*

Objectives : (i) To study the level of participation of the VEC/SC on the utilization of school and teacher grants, (ii) to know the extent of utilization of the school grant and cooperation extended by the Head Master in the utilization of teacher grants, (iii) to assess the extent of utilization of teacher grant by the teachers, and (iv) To observe the implications on the utilization of school and teacher grants and to suggest measures for their effective utilization.

Scope and geographical coverage : The study covered 10 schools located in urban, rural and semi-urban Mandals of Nellore districts.

Methodology : Investigator took the assistance of AMO in Distrct Project Office, Nellore and 2 MRPs in the process of collecting data. Besides administration of tools to various functionaries viz. H.Ms. of schools, Teachers and VEC chairmen in the village where located sample schools were located school records and registers were verified and observed the functioning of schools on the utilization of grants and TLM. in the classrooms. Focused

Group disscussions were also held with villagers. 10 schools located in rural, urban and semi-urban mandals of the district were selected through random sampling technique. Interview schedule for VEC/SC chairmen and members. Questionnaire for H.Ms. and teachers of primary school, Observation schedule and Matrix ranks were also used The data collected were tabulated and interpreted.

Major findings and action points : (1) Nearly 50% School Committee Members of rural area were not aware of the purpose of school and teacher grants. (2) 35% members of School Committees were not aware of the guidelines provided by DPEP on the utilization of school and teacher grants. (3) Grants were not released to schools in time. (4) In most of the schools, school grants were spent on purchase of almirah/shelf, chairs and tables. (5) 80% of the School Committees expressed that only H.Ms. are taking the responsibility of spending the grants. (6) Majority of the School Committees expressed that the school facilities improved as a result of School Grants. (7) 30% of the members of the School Committees found that the enrolment and retention position has improved in schools and equal percent of the members observed attractive classes and interested pupils. (8) 20% School Committees made contribution to an extent of Rs. 1.8 lacs to the schools as additional resources besides these grants. **Head Masters** : 1. Nearly 50% of the H.Ms. did not prepare any plans to spend the amount for school facilities. 2. 33% of H.Ms. of semi-urban area, 40% of H.Ms. of rural area did not maintain any cash book or stock register with regard to utilization of school grants. 3. 50% H.Ms. of urban area and 33% of H.Ms. of rural area felt that the accounting procedures are cumbersome and adding to their workload. 4. Majority of H.Ms. suggested the release of grants in time. **Teachers** : 1. 40% teachers did not prepare plans for the utilization of grants provided to them. 2. 70% of the teachers maintained stock and issue register for the grants. 3. 50% of teachers in urban area and 33% of teachers in rural area purchased appropriate material during 1997-98. 4. Majority of teachers expressed that there is an improvement in standards due to use of TLM purchased with the grants. 5. Only 20% of teachers are utilizing the grants for all subjects. 6. All the teachers stated that they received guidance from H.Ms. and MEOs. on the use of grants. [Project duration: November 1998- April 2000.] {AP/06}.

REDDY, P. SUDHAKAR. 2001. **A Social Assessment Study among the Tribal Groups.** *Andhra Pradesh. APDPEP, Hyderabad. SV University, Tirupati.*

Objectives : (i) To help DPEP to introduce policy interventions to support the accessibility of education to the Tribal groups, (ii) to help DPEP to introduce changes in management and monitoring of the system to encourage greater participation by Tribal groups, (iii) to help in preparing a communition strategy / compaign to reach the Tribal groups, (iv) to help DPEP to support decentralization process to be more sensitive to the needs of tribal groups, and (v) to help DIETs to prepare sensitisation packages for teachers.

Scope and geographical coverage : The scope of the study is limited to 640 parents of school going and non-school going children in the tribal areas of 8 districts in the state. All the 3 regions in the state were covered in the study.

Methodology : 64 villages (2 villages in each mandal, one high enrolment and the other having low enrolment) in 32 mandals (4 mandals having high tribal population in each of 8 districts) were selected for study. 640 parents (5 parents of school going and 5 parents of non-school going children from each selected village.) were covered in the study. Separate interview schedules for parents were developed and standardised. To supplement the qualitative data 5 Focussed Group Discussions in each of the three regions in the state namely Telangana, Rayalaseema and Coastal Andhra were conducted on the basis of concentration of ST population. The qualitative data collected were tabulated by working out percentages and analysed. Some of the data was represented through diagramatic and graphic representation.

Major findings and action points : (1) Incentives are not reaching the intended target group due to lack of proper awareness among the tribal parents about the nature, quality and mechanism involved in distribution of incentives, for axample, hostel facilities, mid-day meal facilities etc. This situation leads to poor enrolment, absenteeism, wastage and low quality education. (2) Hostel facilities, like accomodation, sleeping materials need to be improved. (3) Early departure of teachers and hostel staff and consequential early serving of dinner, belief in presence of ghosts and spirits in the hostel premises, inaccessibility are some of the reasons given by parents for non effective functioning of the hostels. (4) Head Masters, village elders, leaders and educated people are contributing for the enrolment of tribal children in schools. (5) The role of School Committee is less in the enrolment of children. (6) Tribals lack awareness about the facilities like NFE centre, Back to School Programme, Open School and other continuing education programmes being provided by the Government. (7) Non-tribal teachers need special training to teach tribal children. (8) DIETs established in tribal areas are not working properly to sensitise the teachers to meet the needs of the schools in tribal areas. (9) Teachers are not attending the schools regularly for the following reasons as reported by the parents : (i) poor infrastructural facilities in schools. (ii) lack of transportation. (iii) lack of adjustment with tribal population. (iv) dis-interest in service conditions. (v) political influence. (vi) lack of understanding with officials. (vii) lack of understanding with local leaders. (viii) lack of teaching ability. (ix) residing at a far off place. (x) lack of qualifications particularly among the tribal teachers. (xi) lack of proper training inputs. (xii) negative attitude towards tribal children. (10) Opinion of parents on irregular attendance of children in schools : (a) Irregular attendance of teachers. (b) Detaining the children in the same class. (c) Irregular functioning of schools. (d) Lack of school in the village. (e) Engaging children in the field. (f) Looking after the younger children. (e) Poor economic conditions. (f) Change of school timings in different seasons. (g) Teachers ill-treatment. (h) Lack of facilities in schools. (i) Harvesting season. (11) Only 30% parents kept their children in hostels. Out of 173 children staying in hostels 57% are in the age group of 6-11 years, 35% belong to 12-15 years age group and the remaining were of more than 15 years of age. (12) Parents do not admit their children in hostels because of following reasons : (i) Hostels are far away. (ii) Young age of the children. (iii) Lack of discipline in hostels. (iv) Children are engaged in grazing cattle. (v) They do not like girls to stay in hostels. (vi) Lack of vacancy in hostels. (13) There is a bi-directional link between the regularity of the teacher and the enrolment, and also the regular attendence of the students i.e., if the children attend the school and make progress academically the teacher is also regular and willing to work. (14) in the first order of birth 11% of school going category parents and 46% of non-school going parents have not enrolled their children in schools. (15) The geographical isolation and inadequate educational facilities constrain the extension of education in tribal areas. 16. The academic schedule and curriculum are not suitable to the tribal areas, particularly interior and isoloted tribal habitations. The curriculum, teaching methods and teaching aids also require some modification to impart quality education in tribal areas, which should be based on surrounding natural resources and the cognitive skills of tribal children. [Project duration : October 1998-March 2001.] {AP/07}

SARMA, M. S. 2000. **A qualitative evaluation study on Village Education Committees /School Committees.** *Andhra Pradesh. DIET Vizianagaran. APDPEP Hyderabad.*

Objectives : (i) To study the effectiveness of functioning of VEC / SC by adopting observation method, (ii) to know the perceptions of VEC / SC Chairman on the functioning of these committees, (ii) to know the perceptions of villagers on the functioning of VECs and SCs, and (iv) to know the perceptions of Head Masters of selected sample schools on the functioning of VECs and SCs.

Scope and geographical coverage : VECs / SCs functioning in Vizianagaran district.

Methodology : For the purpose of the study, 11 villages were selected from 3 mandals in the district. These mandals include one tribal (3 villages were selcted), one urban (3 villages were selected) and one rural (5 villages were selected) mandal namely Salur, Vizianagaran and Pusapatirega respectively. Observation and interview schedules for 33 VEC/SC members, 11 Chairmen, 11 H.Ms. of primary schools and for 67 villagers were made.The data analysed were presented in tabular form as most of the data collected was qualitative in nature.

Major findings and action points : (1) In all the areas (urban, tribal and rural) the attendance of VEC/SC members at the meetings convened by H.Ms. was high when invited personally. (2) In tribal and urban areas female members were more in School Committees. (3) Student's attendance was the main discussion item in the meetings of VEC/SC in all the three areas. (4) The agenda items for discussion varied from area to area as follows : **Tribal area** : enrolment, irregular attendance, dropouts etc. **Urban area** : Power supply, conduct of rallies, requirement of additional teachers, action for long absences etc. **Rural area** : Completion of the construction of school buildings, action on the poor performance of backward children, regulating school children, discipline and cleanliness etc. (5) In all the areas conveners (H.Ms.) were taking initiative on both qualitative and quantitative aspects of school development. (6) The VEC/SC members were also given same importance as Chairman and covenor in the meetings while discussing and suggestions on the agenda items. (7) The participation of the members was encouraging in the VEC/SC meetings. (8) In tribal, rural and urban areas the participation of women and scheduled caste members was greater. (9) In all the three areas, there was discussion on the follow-up action taken on the minutes of the previous meeting. (10) In some areas ex-sarpanches MPTC (Mandal Parishad Territorial Council) members, VAOs, School teachers, Ward members etc. were attending the school committee voluntarily. (11) The HMs who were the convenors had recorded the minutes of the meeting regularly. (12) Passbooks were regularly maintained by VEC/SCs for the operation of the accounts. [Project duration : January 1999-Agust 2000.] {AP/08}

SEETHARAMAN, NIRMALA. 2000. **Social Assessment study on "Working Children".** *Andhra Pradesh. Centre for Public Policy Studies, Hyderabad. APDPEP.*

Objectives : (i) To identify the nature and causes of disadvantages experienced by the Working Children which adversely affect their participation and learning achievement in schools, (ii) to assess the available evidences on the effectiveness of various schemes that are in operation for some of these groups of Working Children. The assessment would be based mainly on published and unpublished information available in public domain supported by some primary information, and (iii) to identify and discuss the possible strategies to overcome the disadvantages and constraints of Working Children.

Scope and geographical coverage : The scope of the study is limited to the children working in hazardous industries, agricultural labour, domestic non-remunerative labour, the children working in home based industry and informal urban sector. 19 DPEP districts, in the state have been taken.

Methodology : In each of the 19 DPEP districts 4 mandals (selection based on the anrolment data available with the concerned MEOs) were selected. From each district a sample of 40 parents each from school going and non school going category were selected for primary interviews. 15 Focussed Group Discussions at the rate of 5 in each of the three regions in the state, were conducted 6 village profiles of low enrolment and high enrolment villages (2 from each of 3 regions) and 76 case-studies were collected. While analyzing the data, information collected on different aspects was tabulated. Means and percentages were calculated for the purpose of interpretation.

Major findings and action points : (1) The respondents of the sample parents constitute 33% BCs; 23% SCs; 18% STs and 27% others. 69% respondents were engaged in either cultivation or they were agricultural labourers. (2) About 76% parents said that they would send their children to schools even if there were no incentives. About 55% of them indicated that incentives really encouraged them to send their children to school and also helped them to reduce the financial burden on the family. (3) Majority of the parents of non-school going children cited poverty as the main reason for not sending their children to school. Other reasons were : if the children were not interested in education their parents were also not interested, ill health of parents and parents were not interested in girls education etc. (4)

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About 85% non-school category parents were under the wrong impression that to send their children they had to spend money from their own pockets, which causes heavy financial burden to the families. 63% parents were not aware of the incentives. (5) Both the categories of parents relied mainly on electronic media and radio for their information. (6) Both the categories of parents had a wrong impression that mere enrolment of children entitles them to free rice scheme. This has caused some problems to the teachers with regard to enrolement of children only. 40% parents in the school going category and 30% parents in the non-school going category were aware of the attendance criteria. (7) Awareness on constitution and functioning of school committees were quite low among both the categories of parents. (8) Teachers were playing an important and major role in encouraging parents to enrol their children in schools (45% school going and 66% non-school going category were reported). Relatively the efforts of gram panchayat members, the efforts of school committee members etc. were insignificant. (9) About 52% children enrolled in Bala Jyoti School Of GOI (Child Labour School) have dropped out and were staying with their families and engaged in some work (10) 78% parents of working children did not respond on whether they would like to withdraw their children from work. [Project duration : October 1998-November 2000.] {AP/09}

ASSAM

MD. AHMED, JAFAR ALI. 2000. **A study on the assessment of Learners Achievement of Primary Schools of Bongaigaon District.** *Assam. DPEP Research Study.*

Objectives : 1. To asses the achievement level of students of class - II & IV in language and mathematics. II. To evaluate the impact of new teaching learning technique, new text book for class 1 and Resource Materials for students and teachers.

Scope and geographical coverage : Bongaigaon, Srijangram, Borobazar, Manikpur, Boitamari blocks of Bongaigaon district.

Methodology : The sample of the study comprised 1000 students selected from 41 schools of 5 blocks. Out of 464 students in class IV, 260 were boys 204 were girls. In class - II out of 646 students 309 were boys 337 were girls. The students were selected randomly from each school. Purposive sampling method was used for selecting schools. Only Assamese medium schools were included in the study. 109 teachers were interviewed for the study. The entire survey work was conducted on the basis of test materials and schedule prepared by DRC, DPEP - II, Bongaigaon. The required data were collected from 1109 students and teachers.

Major findings : **For class II students** : 1. Girls scored significantly higher than boys in letter and word reading. 2. SC and ST student's achievement were better in letter reading than word reading. 3. In speaking competencies and word reading OBC students achieved more than other category student. 4. Both boys and girls scored equally in number recognition, addition and subtraction. 5. SC students scored more than ST students. **For class IV students** : 1. There was no significant difference between achievement of boys and girls and also between students of rural and urban areas. 2. Boys scored more than girls but the difference was insignificant. 3. About 80% students of both rural and urban areas scored pass marks. 4. There was a significant difference between the mean scores of Base line achievement test and achievement tests conducted by DRC. 5.43% students attended school for 90 - 130 days. **Teachers** - 1. Teachers prepare TLM only for initial lessons. 2. 80% teachers do not know about integrated textbooks and know only the small portion of the curriculum of Ka-maan.

Implications and action points : 1. It is necessary to improve the achievement in word reading for language and in addition and subtraction for mathematics in class II. 2. In class IV special care should be taken in mathematics and language, specially in minority areas. 3. Efforts should be made to improve the attendance of the students. 3. Special efforts from DPEP and educational administrators are needed to impress upon the teachers to use activity based new teaching learning methodology in classroom. [Project duration: March 2000 - May 2000] {AS/01}

MD. AHMED, JAFAR ALI. 2000. **Effect of Teachers Training on Teaching Learning Process in Primary Schools of Bongaigaon District.** *Assam. District Resource Centre, Bongaigaon.*

Objectives : To raise the achievement level of the student up to a certain level from the base. (2) To suggest change in the technique or strategy of teaching - learning process. (3) To acquaint the teacher with resource material of class III & IV.

Scope and Geographical coverage: Baitamari, Borobazar, Bongaigaon. Manikpur and Srijangram blocks in Bongaigaon district.

Methodology : The required data were collected from 5 BRC, 91 CRC and 1321 teachers. The questionnaires were supplied to each and every teacher of every cluster that participated in TLM Mela. The data were analysed using percentage. Percentage distribution of teachers was derived according to knowledge of integrated text - book, knowledge of competencies, use of TLM for class 1 and attendance in MTTs. The required data were collected from 1321 teachers.

Major Findings : 1. About 90% teachers prepared TLM for class I but only 60 - 70% teachers used them in classroom and that too only of initial lessons. 2.40 - 60% teachers prepared TLM for class 1V but and only a small portion of the TLMs were used in the classroom transaction. 3. Teachers can prepare TLM with the help of Resource materials supplied by DPEP Assam for class - II and III. 4.60 - 70% of teachers display negative attitude towards Ka- maan curriculum. 5. 50 - 70% teachers were found not interested to attend training and 30 - 50% teacher displayed negative attitude towards co-operation and regular attendance in school.

Implications and action points : 1. Immediate step to be taken, so that teacher can prepare TLM and use in classroom. 2. Special effort is needed to make the teacher aware about the integrated textbook and Ka-maan. 3. Strict measures to be taken to maintain regular attendance of teachers in training and classroom. 4. New strategy should be adopted for Resource Persons so that they can follow the subject matter. [Project duration: September 1999 - October 2000] {AS/02}

BHARALI RANJAN KUMAR. 2000. **Report on study of Low Enrolment of students in L.P. schools of Darrang District.** Assam. *DPEP, APSAP.*

Objectives: (1) To identify the reasons of Low Enrolment position in the L.P. Schools (2) To know whether there are large number of out of school children in the catchments area of the school. (3) To know whether the children who are not enrolled in formal L. P. school are enrolled in some other system of schools (e. g. NFE centre of DPEP, Moktab). (4) To analyse the population patterns of the area where the school is situated in the age group of 6 - 14 years. (5) To know whether there is any socio - cultural, economic and religious factor which stands in the way of sending school age children to school by the villagers. (6) To know if there is any vocational factor effecting enrolment. (6) To know the education scenario of the catchment area of the school and mothers in particular. (7) To find out whether there are too many schools in the area. (8) To suggest measures to increase the enrolment position in the school.

Scope and geographical coverage: General population areas, religious minority areas, tribal areas and tea tribe areas of Darrang district.

Methodology : 20 schools were identified by stratified random sampling method from the general population areas, religious minority area, tribal areas and tea tribe areas (five from each areas) required data were collected by interviewing the teachers and VEC members etc.

Major findings : (1) Poor communication and presence of other schools are the cause of lower enrolment. (2) Poor economic conditions, illiteracy of parents, lack of teachers are the main causes of poor enrolment. (3) Children working for earning livelihood is one of the cause of low enrolment.

Implications & Action point : The schools having one teacher should be immediately taken up to employ another teacher. (2) School furnitures like table chair for teacher and desk - bench for students should be provided according to number of students in the school. (3) To increase the enrolment in religious minority and tea tribe area VEC should be activated to motivate the parents to enrol their children in school. (4) Employment generation like Jawahar Rojgar Yojana, Self Employment Scheme etc. should be introduced in the villages where enrolment is less and dropout is more due to economic condition. [Project duration: June 2000-September 2000] {AS/03}

BORA, HAREN KUMAR. 2000. **A study on the effect of environmental approach in teaching EVS.** *Assam. DIET, Morigaon District.*

Objectives : (1) To examine the new methodology introduced by DPEP in teaching EVS in classroom at Primary school. (2) To examine the role of teacher in teaching EVS in environmental approach. (3) To examine the role of guardian / parents in learning EVS through environmental approach. (4) To analyse the impact of environment in teaching EVS through environmental approach. (5) To examine the pupils' interest in learning EVS through environmental approach.

Scope and geographical coverage : Mayong and Lahorighat block in Morigaon district.

Methodology : The survey was conducted in 2 blocks and in 9 CRCs and 30 schools in Morigaon district. In this study both the purposive and random sampling methods have been adopted for selection of blocks and schools. Data were collected through questionnaire and interview method and sources were teachers, pupils & parents.

Major Findings : (i) Most of the teachers have positive opinion towards the effectiveness of new methodology in the subject EVS. (ii) Pupils have shown interest in learning EVS through nature study. (iii) Parents are eager to send their wards to the schools in both developed and under-developed block areas. (iv) BRCC takes active part in teaching learning process with the help of proper TLM and provides necessary support for field / nature study etc. (v) BRCC discusses with teachers to find out the solution of problems (if any). (vi) On the basis of feedback, follow up action was taken. (vii) CRCCs are of the opinion that Sambal Sambhar (Resource material) for class II is also needed as the Sambal Sambhar for classes I, III and IV are helping them in teaching learning. (viii) Students in the developed block area score more in achievement test on EVS than their counterparts in under-developed blocks.

Implications and action points : 1. Teachers should be empowered by giving them more training on the subject EVS. 2. More training of the teachers on the skill of preparing TLM based on nature study and for using them in the classroom should be organised. 3. Training should be given to teachers to develop skills for organising nature study and field trips etc. 4. Community members should be invited by the teachers to demonstrate in classroom about various implements, equipments etc. related to EVS. [Project duration: March 2000 - September 2000] {AS/04}

Bora, Sebika. 2000. **A study on Assamese Alphabet writings.** *Assam. DIET, Morigaon. DPEP Sample Monitoring study.*

Objectives : (1) To assess the shape and form of the alphabet writing. (2) To assess the good, fair and bad handwriting. (3) To assess the correct form of the pen/pencil movement. (4) To assess the point of starting of writing alphabet. (5) To study the behavioural attitude of the children. (6) To study the behavioural attitude of the teacher to child whose handwriting is bad. (7) To study the interest of the child in good shape of the alphabet. (8) To study the teachers devotions to improve the qualitative interest of the child for good handwriting. (9) To make the teacher alert for innovation to achieve for good handwriting for all children.

Scope and geographical coverage : Kapili, Lahorighat, Mayong, Bharbandha blocks of Morigaon district.

Methodology : The required data were collected from 4 blocks, 42 schools. 150 teachers and 4188 of pupils. The data were collected with the help of test, interview through questionnaires and observation schedule. Sources of data were teachers, pupils and parents.

Major Findings : (1). Teachers teach the children on writing of alphabet methodically. (2). The percentage of children using correct way of pen/pencil movement is poor. (3). Sitting arrangement is poor that affects handwriting. (4). Most teachers use the TLM in the classroom situation. (5). Changes have taken place in almost all schools regarding the methodology in teaching alphabet writing. (6). The percentage of teachers having good handwriting is less in comparison to "medium" and "bad" handwriting teacher. (7). Enough time is required for teaching alphabets which may take 2/3 days for a particular alphabet.

(8) Parents are eager to send their children to school. (9) Parents are also willing to learn alphabet writing from their children. (10) Most of the children are benefited from DPEP.

Action points : I. Teacher should be empowered by giving more training on methods of good handwriting of alphabets. II. Frequent monitoring and supervision should be there to remove the problems faced by teachers in classroom transaction. III. Practice session of handwriting should be more for the students. [Project duration : March 2000 - January 2001] {AS/05}

BORGOHAIN, ATUL; HAZARIKA, PULIN; SAIDUR, RAHMAN & AFZAL HOQUE AKAND. 2000. **A Study of LP Schools with the enrolment of Students below 40 in Morigaon District, Assam.** *Assam Agriculture University, Dept. of Extension Education, Kanapara Ghy-22. DPEP, APSAP, Assam.*

Objectives : (1) To identify the reasons of the low enrolment in the LP schools. (2) To know whether there is a large number of out-of-school children in the catchment area of the school. (3) To know whether children not enrolled in the formal LP school are enrolled in some other system of school e.g. NFE centre under DPEP / Moktab etc. (4) To know whether there is any socio-cultural, economic and religious factor which stands in the way of sending school age going children to school by the villagers. (5) To know if there is any location factor effecting the enrolment. (6) To know the educational scenario of the catchment area of school and mother in particular. (7) To find out whether there are too many schools in the area and (8) To suggest majors to increase the enrolment position in the schools.

Scope and geographical coverage : Mayong, Laharighat & Bhurbandha blocks of Morigaon district.

Methodology : The required data were collected from 20 schools which were randomly selected from 17 CRC of 3 BRC which were purposively selected for the study. The sample selected for study included 38 teachers, 60 VEC members and 400 guardians who were selected randomly. The technique of data collection was mainly personal interviewing from different sources and DPEP record books.

Major findings : (1) Small population in the village, very poor economic condition of the families, illiteracy of the parents and pre-occupation of the children with domestic affairs were the reasons of low enrolment in the schools. (2) Parents keeping their children engaged in the domestic work and their inability to bear school expenses, were the main causes of school drop out. (3) Lack of financial assistance was the major barrier for VEC members in carrying out the duties. (4) Lack of parents' awareness about their child's future was also a major cause of low enrolment. (5) Getting sufficient time to help in domestic work and distance of home from school are the influencing factors for not sending their child to other institutions. (6) In Lahorighat block most of the people of different castes support sending their wards to schools but ST people are reluctant to send their children to institutions out of their inhabited locality. (7) In Mayong block the people were more inclined to send their child to institutions even if the institutions are away from their locality. (8) In Lahorighat out of the 9 sampled schools, 5 are Bodo medium schools while the Bodo population is less in the catchment area; this may be one of the reasons of low enrolment in the sampled schools. (9) There are 1-3 schools per village in the district as a whole, while in Bhurbandha block in one village, there are 5 schools. This is also one of the causes of low enrolment.

Implications and action points : 1. More teachers are needed per school and regular contact among the teachers, parents and VEC members will increase enrolment and prevent dropouts. 2. Number of schools should be less and number of teachers per school should be more which will improve quality of teaching. 3. Efforts should be made to provide proper infrastructure facilities in schools so that they can attract students. [Project duration: November 1999 - January 2000] {AS/06}

BRAHMA. KAMESWAR (MUSHAHARY. G., ABADIN. J.). 2001. **Report on the evaluation study on the effectiveness of Alternative Schooling centres in the districts of Kokrajhar and Bongaigaon under DPEP.** Assam. DPEP.

Objectives : (1) To study the practical suitability of the AS Centres. (2) To study the infrastructural facilities in the AS Centres. (3) To study the role of the AS workers to make the scheme a success. (4) To ensure active participation of the public leaders, intellectuals and guardians in the DPEP's programme. (5) To study the effectiveness of the AS centre scheme of DPEP. (6) To assess the quality of workers in discharging their duties in the centres. (7) To study the effect of additional incentives on students enrolment, retention and achievement through the centres. (8) To study the availability and extent of utilization of different teaching-aids in the centres. (9) To enumerate the gender-wise learners in the selected AS centres. (10) To study the awareness building in the areas where AS centres are opened.

Scope and geographical coverage: Kachugaon, Dotma, Kokrajhar and Gossaigaon, BRCs of Kokrajhar District and Bongaigaon District.

Methodology : The required data were collected from 5 BRCs, 22CRCs, and 27 AS centres. The official data and information have been collected from the District office of the DPEPs and BRCs. The required data were collected from 27 AS centres and its catchment villages and 10% of parents of AS Students.

Major Findings : (1) The infrastructural facility like school building, bells, tables, chairs, benches and desks were poor in the AS centres. (2) Lack of toilets and drinking water. (3) Playground facility was found inadequate. (4) Text - books and workbooks were inadequate for the children of AS centres. (5) Availability of teaching aids was negligible in AS centres. (6) VEC members are not aware of their duties and responsibilities. (7) Most of AS workers are matriculate and some are HSSLC standard. All are short term training holders. (8) The teachers and workers of Primary Schools and AS centres have been benefited to a great extent but most of the teachers did not have sufficient time to implement the methods of teaching. (9) Poor economic condition is a main cause of low enrolment of the students to the AS centres.

Action points : 1. Need of substantial improvement in infrastructural facilities in all the A.S. centres. 2. DPEP should supply Textbooks and workbooks to the AS centres. 3. DPEP should distribute TLMs to all A.S. centres. 4. More and more awareness is necessary for the VEC members to make them sincere and active.5. Newly nominated VEC workers should be trained. [Project duration : March 2001 - June 2001.] {AS/07}

DAS. NARESWAR. (SHARMA RANJIT, DAS VIPUL, CHAKABORTY DHIREN, DAS DILIP, GOSWAMI DAKHANNI, DEY GAUTAM, CHAKRABORTY HIMA). 2000. **High repetition rate in class -I (A sample study in Bongaigaon district)**. *Assam. DPEP, Bongaigaon*.

Objectives : 1. To find out the actual reasons of repetition especially in class I. & 2. To find out the impact of some factors like school infrastructure, status of teacher, economic condition of the family, educational background of parents, responsibilities of the pupil etc. upon students' education.

Scope & Geographical coverage: Srijangram, Manikpur and Boitamari Blocks of Bongaigaon district.

Methodology : The required data were collected from 20 villages of 3 blocks of Bongaigaon district. 20 schools were selected randomly for the purpose.20% of total repeaters in class I in every school were selected randomly. Questionnaires and direct interview method was used for data collection. The required data were collected from students, Head teachers, community heads etc. (1685 persons)

Main Findings : **a. About the pupil** ; (1) 60% of total pupils of class I were repeating their study and the percentage varied school to school. (2) Percentage of girls was higher than boys among repeaters. (3) The repetition rate is very high in minority areas / schools. (4) Majority of repeating pupils did not attend school regularly and did not appear in annual examination. (5) Pupils were not able to understand the lessons in the school. (6) Most of pupils of class I are under aged. **b. About the teacher** : - (1) No. of female teacher was less than the male teachers. (2) No. of trained teacher was less. (3) Teachers do not utilize TLM in the class. (4) Teachers are not regular and punctual. **c. About parents** :- (1) The parents of repeating students were educated. (2) The economic condition of the families of repeating students is mostly poor. (3) Parents keep their children engaged in domestic work. [Project duration: April 2000 - September 2000] {AS/08}

KALITA JAGANNATH & SAHARIA K. K. 2000. **A study on the poor Girls' Enrolment in the Primary schools of Darrang District in Assam**. Assam DPEP.

Objectives : 1. To study the demographic pattern of the school catchment areas of poor girls enrolment group from 6-14 years. (2) To evaluate the Socio dynamic parametres influencing the girls education including enrolment. (3) To list the reasons of poor enrolment of girls in the schools. (4) To identify, if any, the influence of out of school children on poor enrolment of girls. (5) To find out the general opinion of the people of the area on girls' education. (6) Identification of time utilization pattern of girls of the area in the age group from 6-14 years. (7) To estimate the parents' educational status of the area. (8) To find out (if any) exemplary instances which might have caused total anarchy in girls education in the areas under study. (9) To establish the relationship among the different parameters influencing girls enrolment. (10) To suggest the best alternative solution to promote girls education. (11) To give a research based boosting to bring back the girls' enrolment rate to the expected levels.

Scope & geographical coverage: Sipajhar, Dalgaon, Udalguri, Kalaigaon Blocks of Darrang district.

Methodology : During the study a purposive stratified random sampling technique is used. 20 schools were selected from 4 blocks (5 schools from each BRC) having lowest enrolment. 400 households from 20 villages (5 village from each BRC, 20 household from each village) and 20 VECs were selected randomly. Then 40 teachers (10 teachers from each BRC); 20 household heads (5 heads from each household); and 40 VEC members (10 members from 5 VEC) were selected for interview and data collection. The tools of data collection were developed on the basis of the objectives set. The required data were collected from teachers, VEC members and household heads. (100 persons)

Major Findings : (1) Girls of scheduled tribal areas do not attend school because of many traditionally linked cultural inhibitions. (2) Girls in Char, tea gardens and tribal dominated areas did not attend schools and avoided going to formal schools. (3) Low literacy rate of parents and mainly of mother is one principal cause of low enrolment. (4) Poor economic conditions of household heads, illiteracy of parents, more responsibility of the household work for girls. Girls have to keep the company of their mothers. these are main cause of low enrolment. (5) Lack of competent teacher and no separate toilet especially for girls and low number of female teachers in schools discourage poor girls going to school. (6) Girls underestimate education, they like to play rather than getting education and are more interested in household work. (7) Parents of the girls think that education of girls does not give economic benefit to the family, educated girls do not learn household work, they are to be married away etc. These lead parents to ignore education.

Implications and action points : (1) Efforts to be taken to organise meetings / seminars etc. by DPEP on the benefits of girls education. (2) It is necessary to approach the households and get the names of girls registered. (3) Efforts to be made to make the guardians aware of formal education. [Project duration: November 1999 - January 2000] {AS/09}

KHAN, S. A. MD. & ROY, BHABENDRA CHANDRA. 2000. **Impact of drill and practice to develop the drawing ability of students (Geometric shapes).** *Assam. DPEP Research study.*

Objectives : (1) To solve immediate practical problem faced in drawing Geometrical shapes. (2) To improve a given situation better actions and decisions. (3) To examine critically the existing practices in education. (4) To improve the working conditions of the school for drill and practice. (5) To develop the ability and understanding among administrators to improve and modify the school condition and make it more conductive for learning. (6) To develop democratic and scientific attitude among teachers as well as pupils. (7) To raise the level of performance and level of aspiration of the students.

Scope and geographical coverage : Manikpur block in Bongaigaon district.

Methodology : The required data were collected from Manikpur Boripara LP school under Manikpur Boripara CRC of Manikpur block. 26 students of class III were selected as sample. Sources of data were Attendance Register (both teacher and pupil), Progress Report and Test scores.

Major Findings and action points : 1. Teaching is to be made effective by using proper TLM and teaching aids. 2. In addition to the OBB scheme kit, some essential low cost and no cost teaching aids could be prepared. 3. Learning could be made joyful, innovative and meaningful in real term by participation of children in the teaching learning process. 4. Remedial teaching should be provided by the teachers in pursuance of continuous and comprehensive evaluation. 5. In particular, the learning of geometry could be made effective by using geometric kits and applying drill and practice with the help of TLM. 6. The concerned authority should ensure supply of teaching aids / TLM available in the schools. 7. The adequate number of teachers and infrastructure should be provided to the schools. [Project duration: September 2000 - January 2001] {AS/10}

KOUR, RANDEEP & DEKA, U. 2000. **Study on DPEP Interventions in the classroom in Darrang and Morigaon Districts.** *Assam. DPEP research study.*

Objectives : (1) To observe the actual classroom situation in primary school to assess classroom practices, methods of teaching, student teacher interaction and the pedagogic environment in the school visited. (2) To assess level of achievement of class IV students in terms of competencies achieved across these districts in the mathematics, language, science and social studies. The competencies to be assessed were based on the Minimum Level of Learning bench marks for class II prescribed by MHRD and adopted by Govt. of Assam. (3) To attempt to bring the personality development of children at the end of the primary school cycle (Age - 9+)

Scope and geographical coverage : Sipajhar, Kaligaon, Dalgaon, Udalguri, Khoirabari, Mazbat blocks of Darrang district and Bhorbandha Kapili, Mayong and Laharighat blocks of Morigaon district.

Methodology : The required data were collected from 6 blocks of Darrang district and 4 blocks of Morigaon district. Total 63 schools (36 schools across 6 blocks of Darrang district, 27 schools across 4 blocks of Morigaon district) were selected randomly for the study. Total number of students surveyed comes to 1045. The tools used for the study were classroom observation schedule, Head Master schedule, Schedule for non-scholastic area and achievement tests for language, mathematics, science and social studies. The required data were collected from teachers and students (1045 students).

Major Findings : (1) Despite availability of materials, the use of teaching learning material in the classroom is limited. (2) Lack of planning by teachers before going to the classroom. (3) Group activity to aid learning was in evidence in few schools. (4) Space is inadequate in a number of schools. (5) Remedial teaching was done in only three schools. (6) Multigrade situation exists in both districts of Morigaon and Darrang. (7) Teaching is still teacher-friendly instead of being child friendly. (8) Achievement level is below expectation. (9) Competency acquisition is secondary to acquisition of facts from the book. (10) Language learning is a problem in some pockets. (11) Mathematics learning remains traditional and teacher centric. (12) Science and Social-studies teaching is bookish. (13) Interviews with the students show a positive leaning to almost all the variables under study. (14) Majority of the students surveyed had positive attitude to school and teachers. (15) Most children had aspiration to limited traditional occupation. (16) Gender scripting among girls was strong.

Implications and action points : 1. There is a need to establish linkage between teaching aids and activities and the acquisition specific competency. 2. Teachers need to improve their teaching process. 3. Rationalization of teachers should be initiated and management should take up this issue with field functionaries. 4. Testing of students based on book should be done away with and testing of competencies instituted. 5. Classes may be sub divided during mathematics lesson. 6. Follow-up research needs to be carried out to develop a more comprehensive personality profile of the children in the primary school. [Project duration: June 2000 - October 2000] {AS/11}

PHUKAN, S. D. 2000. **A study of LP schools with enrolment below 40 in Dhubri District.** *Assam.DPEP research study.*

Objectives : (1) To identify the reasons of low enrolment in the LP schools. (2) To know whether there is a large number of out-of-school children in the catchment of the schools. (3) To know whether the children not enrolled in the formal LP schools are enrolled in some other system of school. (4) To analyse population pattern of the area where the school is situated in the age group of 6 - 14 years. (5) To know whether there is any socio - cultural, economic and religious factor which stands in the way of sending the school age child to school by the villagers. (6) To know if there is any localised factor affecting the enrolment. (7) To know educational scenario of the catchment area of the school. (8) To find out whether there are too many schools in the area. (9) To suggest measures to increase the enrolment in the schools.

Scope and geographical coverage : Agamoni, Bilasipara, Chapar, Gauripur, South Salamara blocks of Dhubri district.

Methodology : The required data were collected from 20 schools from the list provided by DPEP from 5 BRC. The study includes 43 teachers, 194 guardians, villagers and 95 VEC members. The tools were questionnaire, which was supplied to school teachers, VEC members and general public (332 individuals).

Major Findings : (1) Low population density in hilly and riverine areas can not sustain a school in a village. This is a cause of low enrolment. (2) Lack of proper facilities and accommodation for children is the cause of low enrolment. (3) Most of parents are illiterate and do not understand the benefits of education. (4) Shortage of teachers and their apathy towards teaching and their involvement in active politics has discouraged many students and parents. (5) Ethnic segregation due to location of schools in specific villages and mushroom growth of Venture schools are the cause of low enrolment in LP schools. (6) Migration of population in specific period (flood) is directly responsible for low enrolment. (7) Poor economic condition of the VEC members and parents is also the cause of low enrolment.

Implications and action points : (i) The norm should be to have one school per hundred families. (ii) Efforts to be made to improve the infrastructure of schools and to provide accommodation for children. (iii) VEC members and teachers need proper training. (iv) Location of schools should avoid social segregation. (v) Mushroom growth of Venture schools must be stopped. (vi) The rules imposed on the school, be it academic or administrative should have enough flexibility due to socio - economic situation and illiteracy. (vii) Public co-operation in school management is necessary to increase enrolment. [Project duration: November 1999 - 2000] {AS/12}

RAJBONGSHI, C. AMRIT & DEWAN MD. HUSSAIN ALI. 2001. **Effect of Question - Answer technique in developing speaking competency in Assamese among grade IV pupils of Adibasi Community.** *Assam. District Resource Centre. Bongaigaon. DPEP Research Study.*

Objectives : 1. To practice for developing speaking competency in Assamese. 2. To measure the impact of question - answer technique among grade IV pupil. 3. To create an atmosphere of speaking habits among the pupils in day to day life. 4. To understand easily the question techniques of all subjects and to answer accordingly in Assamese.

Scope and geographical coverage : One school under Bongaigaon district i.e. Rabanghat LP School has been selected keeping in view more Adibasi pupil in grade IV. No. of pupils were 835.

Methodology : Tools used in the study are : (i) General oral questions. (ii) Students schedule. (iii) Questions in language (Assamese, Mathematics, Science and Social Studies). (iv) Evaluation sheet. (v) TLM (subject wise). (vi) Question-answer sheet. (vii) List of pupils of class - IV. (viii) Picture story. Sources of data were : 1.Pupils daily Attendance Register. 2. Progress report. 3. Test-score. There were 8 no. of pupils.

Major Findings : 1. Pupils speaking competency is developed by oral test. 2.Efforts have been made to assess pupils speaking competency in language by story- telling, letters spelling etc. 3. Pupils speaking competency has been developed by asking questions in Mathematics. 4. Pupils speaking habit on knowledge in Science is developed by asking questions on General Science used in day to day life. 5. Pupils speaking skill on knowledge in Social Studies has been developed. 6. Pupils achievement increased slightly in speaking in Assamese which is different from their mother tongue. 7. The intervention given by the investigator in teaching learning practice in classroom to develop speaking habit is useful.

Implications and action points : (i) Use of picture and story telling in classroom is useful for developing speaking competency. (ii) Group learning is also effective. (iii) WH-questions, yes-no type question are also effective to develop speaking of the pupils. (iv) Drill of speaking practice through word card is useful to speak word with correct pronunciation. (v) Recitation of poem is also effective to develop pupils speaking habit. (vi) Pupils active participation and their role in Student Govt. create a speaking habits. [Project duration : March 2001 - May 2001] {AS/13}

SARMAH, GAURI SANKER. 2000. **Usefulness of the Resource Materials prepared by DPEP, Assam, in activity based teaching learning process in classroom.** *Assam. DRC, Bongaigaon. DPEP Research Study.*

Objectives : 1. To study the usefulness of Resource materials in the classroom teaching. 2. To study the participation of students while using the resource material. 3. To observe the achievement of the students by the use of Resource material is made. 4. To suggest the use of good techniques for the use of Resource material.

Scope and geographical coverage : Manikpur block of Bongaigaon district.

Methodology : The required data were collected from one block and 3 CRCs, 3 schools (one school from each CRC). Testing of achievement of 245 students has also been done. The required data were collected from students in 3 schools.

Major Findings : (1) Extra space is required for group learning but it is not found in all schools. (2) The class arrangement for group learning is not proper to transact the resource materials. (3) The application of methods given with the resource material changed the teaching learning process. It creates pressure on the teachers to change the traditional method of teaching. (4) By use of answer papers, students can check their achievement. (5) All the resource materials are not used by the teachers in the classroom situation. (6) Most of teachers do not understand how to coordinate the use of resource material with text books.

Action points : (i) The situation of classroom arrangement should be improved. (ii) Efforts should be made to decrease the pressure on teachers created by resource materials. (iii) DPEP should give more attention for the completion of lessons of resource material by the teacher. (iv) Individual work should be more than group work while transacting the resource material. (v) It will be easy for teachers if marks are given on teaching process according to the work. (vi) It will be very useful if the resource materials are arranged as activity Bank and not in serial order. [Project duration:September 2000-December 2000] {AS/14}

SHARMA, J. N. 2000. **Development of sustainability plan for DPEP, Assam.** *Assam. Comp-aid C. S. Guwahati (NGO).*

Objective : To evolve a plan for sustenance and mainstreaming of DPEP interventions.

Scope and geographical coverage : Darrang, Dhubri, Morigaon, Karbi Anglong, Barpeta, Bongaigaon, Goalpara, Kokrajhar, Sonipur (all nine DPEP districts in Assam).

Methodology : 1. Collection of the information on primary education and DPEP interventions and other relevant data from different sources. 2. Collection of detailed data and subjective opinion from a sample of two DPEP districts, Darrang and Morigaon; 3 BRCs of Darrang and 2 BRCs of Morigaon; 2 CRCs of each BRC and 2 VECs of each CRC selected by random sampling for the study by canvassing detailed questionnaires. 3. Discussion with DPEP functionaries and senior officials of concerned State Government Directorates. 4. Data and subjective opinion on issues relating to primary education were collected from Nalbari district (Non- DPEP). Discussion were mainly with the Deputy Commissioner, DI of schools and members of his staff. The required data were collected from DPEP functionaries at state level; Director, Senior officials of State Govt. in Education dept., Finance department, Planning department etc. and district and sub- district structure of DPEP. All DPEP functionaries at SPO, DPO, BRC, CRC, AS centre, ECE centre, DIET, SCERT, Education / Finance / Planning dept. (GOA) officials were sources of data.

Major Findings and Action points : (1) The DPEP should cover Primary and Middle schools. (2) DIS and SIs should be involved in DPEP interventions. (3) The rate of payment to the workers of DPEP and State Govt. (AS / NFE) centres should be same. (4) The District Elementary Education committees should be set up comprising members from the Directorate of Elementary Education, Non - Formal Education and Social Welfare, DIET, DPEP, and some Educationists and Teachers. (5) Efforts should be made for a workable linkage between DPEP and Zilla Parishad, Anchalik Panchayat, Gaon Panchayat etc. (when these PRI institutions will be constituted). (6) While channelizing and utilizing funds from different sources the District Education Committee should be in the picture. (7) DIET and Academic Resource Group will need strengthening and support. (8) The in-take capacity of in - service training course was too inadequate. (9) An experiment on dovetailing Anganwadis and Mukulikas should be tried out in a few blocks. (10) For mainstreaming purposes there should be no distinction between the State Govt. centres and DPEP centres of NFE. (11) DPEP and SCERT should start co-ordinated functioning as soon as possible. (12) NFE centres should be increased in number in SFG areas to bridge the gap between SFG and the rest of the population. (13) The programme of civil works should be completed within the stipulated DPEP period. (14) Funds of primary school buildings from all sources may be pooled for more effective equitable use. (15) The additional recurring liability for sustaining / mainstreaming DPEP appears to be manageable. (16) Policy decision on sustainability has now to be taken in an optimistic frame of mind assuming that the State Govt. will find ways to garner funds to continue the essential elements of DPEP interventions. (18) A total amount of Rs. 440.00 lacs in the first year, Rs. 880.00 lacs in the second year, Rs.1380.00 lacs in the third year and Rs.2520.00 lacs from fourth year onwards will be required by GOA to sustain the efforts made under the programme of DPEP. [Project duration: June 2000-September 2000] {AS/15}

SHARMA, MINATI. 2000. **Sample monitoring on impact of training OF teachers for Multigrade teaching.** *Assam. DIET Morigaon. DPEP Sample Monitoring Study.*

Objectives : (1) To assess the level of learning of teachers on multigrade teaching. (2) To identify lack of proper training of teachers on multigrade teaching. (3) To identify specific TLM for multigrade teaching. (4) To suggest corrective measures required, if any, to improve multigrade teaching by teachers especially in single teacher schools. (5) To get feedback for proper follow up measures for attainment of UEE.

Scope and geographical coverage : Kapili, Lahorighat, Bhurbandha blocks of Morigaon district.

Methodology : The required data were collected from 4 blocks, 4 BRCC, 20 CRCC, 20 VEC, 50 Schools, 125 teachers and 1000 students selected randomly. Questionnaires were used for data collection. Sources of data were teachers, BRCC, CRCCs, District programme officer (DPEP), Block Development Officers etc. The total sample consisted of 1125 respondents.

Findings : 1. Infrastructural condition conducive for multigrade teaching and space in schools are sufficient. 2. Multigrade teachers work in the classroom without planning. 3. Teachers do not go through the teachers' hand book supplied by DPEP to deal with multigrade situation better. 4. Multigrade teaching encourages the students for active learning. 5. At any problematic area BRCC and CRCC comes forward and extends helping hand to the teachers. 6. DI, BEEO on SI's are totally negative in their attitude towards the multigrade situations as they expressed their inability for teacher rationalization to improve the single teacher multigrade schools to double teacher schools.

Action points : DPEP should make an all out effort to organise training programmes, especially to deal with multigrade situation and a teachers' hand book and methodology specially suitable for multigrade situation should be prepared. [Project duration: March 2000 - January 2001] {AS/16}

SHARMA, NIRMALA; NATH, N. KAKOTY; S. PHUKAN M & GOSWAMI, G. 2001. **A study of declining enrolment in class 1 in the DPEP districts of Assam.** *Assam. State Institute of Education, Jorhat. DPEP Sponsored Research Study.*

Objectives : (a) To find out the reasons for declining enrolment in class 1, in the districts under DPEP. (b) To establish the relative importance of different factors causing decrease in the enrolment in class 1. (c) To estimate the percentage of out-of-school children in the school going age control. (d) To study the growth of enrolment in different types of institutions over the last 3-4 years. (e) To check the veracity of enrolment data and coverage of schools in the EMIS survey of schools in the last 3 years. (f) To examine the demographic and socio-economic features of the area covered in the study and to find out whether these have any bearing on declining enrolment. (g) To identify the characteristics of their catchment area where enrolment has decreased and to find out the difference, if any, from others in which enrolment has increased. (h) To comment on demographic, socio-economic or school related factors that have led to decline in Class 1 enrolment.

Scope and geographical coverage : Morigaon (DPEP - I) and Kokrajhar (DPEP - II) district.

Methodology : Initially the enrolment data for the year 1996-2000 were collected from the State Project Office, DPEP Assam for all 9 districts under it; among these 2 districts, namely, Morigaon and Kokrajhar were selected purposively keeping in view the rate of decline the enrolment in Class 1. Two blocks from each districts i.e. a total of 4 blocks were selected randomly. 10 schools from each blocks (i.e. total 40 schools), 40 villages and 400 households (10 households from each village) were selected randomly. The sample also comprised a total of 110 teachers (2/3 teachers from each of the sampled schools). Tools used in the study were questionnaire, interview schedule and school information schedule. Required data were collected from schools, teachers and household members. Target population was 40 schools in two districts from two blocks each.

Major findings : (1) The extent of decline is found to be increasing with years during the period 1997-2000. The rate of decline in class 1 enrolment was - 9.2% in 1997-98 and 18% in the year 1999-2000. (2) There is discrepancy in EMIS data. There is large deviation in the extent of decline computed for the same set of schools from EMIS data and data collected by the investigators of this study. EMIS data shows much higher decline. (3) Almost all children are enrolled in school. The percentage of out-of-children of the age group of 6-14 is found to be only 8.6. GER and NER computed from household data are 111.85 and 93.62 respectively. (4) In the case of Assam, the decline in class 1 enrolment is not a one-time phenomenon. In 1996, sudden increase took place due to some enrolment drive programme. Introduction and deletion of incentive schemes cannot be said to be the reason for decline in enrolment. (5) Decline in enrolment is not due to decline in school age population. (6) Emergence of private schools is an important reasons for decline in enrolment in Govt. managed schools in Assam. (7) Punctuality, discipline, better infrastructural facilities, introduction of English, restoration of working days, better quality teachers attract parents to private primary schools. [Project duration: June 2000 - March 2001] {AS/17}

TALUKDAR, R. K & BORAH. D.N. 2001. **Overall achievement level of the children using language book in mother tongue in class I & II and medium of instruction in Assmese or English in SFG areas of Dhubri and Karbi Anglong.** *Assam. DPEP Research Study in SFG area, (NGO), Jorhat.*

Objectives: (1) To measure the achievement level of students of class I/II, learning through two different languages at a time at lower level e.g. Karbi children using language book in

Karbi and Environmental Science and Mathematics in Assamese. (3) To find out any differences, if any, in achievement level of students using language book in mother tongue (Karbi and Rabha) and language book in Assamese or English. (4) To identify the specific learning problems faced by the students using Rabha and Karbi language - book in class I & II and then using Assamese language books in class II & III. (V) To identify the problem faced by the teachers in imparting learning to students of classes II & III after using language book (Rabha & Karbi) in class I & II. (6) To identify the problems faced by the teachers in imparting learning to students of class - I & II using language book (Rabha & Karbi). (7) To find out the extent of use of TLMs by the teachers in imparting learning. (8) To chalkout a strategy including support structure, TLM and training needs of teachers for improving the achievement level of the student.

Scope and geographical coverage : Bokajan, Lumbajong, Nilip blocks of Karbi Anglong and Debitola & Gauripur blocks of Dhubri district.

Methodology : The required data was collected from 3 blocks of Karbi Anglong district was selected purposively. Six schools each from the Bokajan and Lumbajong block & 3 schools from Nilip blocks were selected randomly. 15 VECs (from 15 schools) looking after the selected schools were also selected purposively for the study. The entire district is under SFG (Tribal district). One block and 4 schools were selected randomly from the SFG area of Dhubri district while one block and one school from non SFG area in the district were selected. 5 VECs each looking after the selected schools were selected from the districts. A total of 1632 students of class I, II and III of Karbi Anglong and 493 students of these 3 classes of Dhubri district were selected randomly for the study also. 48 teachers (at least two teachers from one school), 41 VEC members and 60 parents were selected randomly (at least two parents from one school) in both the districts.

Major Findings : (1) The level of achievement needs to be re-defined. (2) The combined (language, EVS and Mathematics) achievement levels of the students were satisfactory as about 75% of them secured marks above 40%. (3) The mean scores of students with language books were less as compared to those without language books. (4) The Rava and Karbi students with Rava and Karbi language books faced a lot of problems in reading comprehension because of differences in pronunciation, lack of equivalent words, examples etc. (5) TLM were not used to large extent. The quality of TLM was not up to the mark. (6) Teachers teaching Rava and Karbi language books, faced a number of problems from untimely supply of language books on phonetics and linguistics, TLM and text-books etc. (7) The problems of low achievements mostly concentrated around teachers. The general, social environment and economic conditions of the families of students were also found to hinder achievement. (8) The important suggestions from teachers, officers, VECs and parents include those related with teachers conduct and efficiency, parents and VECs activeness and co-operative roles, functional role of officials etc. (9) Teacher training programmers have been found to be ritualistic in absence of focus on development of teacher's personality in addition to increase in technical and methodological competency. (10) Student's attendance was lacking in many of the schools which probably contributed to their securing low scores in the test papers. (11) In Karbi Anglong district, the enrolment in class I was found to be higher because of the efforts of the VECs, DPEP officials and staffs. However, later on many students drop out due to the absence sustainable efforts in addition to other reasons. [Project duration: April 2001-July 2001] {AS/18}

UPADHYA S. N. & BHATTACHARJEE. G. GOSWAMI, B. C. BORAH., B. R. SYEEMLIEH., K. R. DEKA., M. BHATTACHARJEE. 2000. **Learning Achievement of Primary School children in Language and Mathematics. (Mid-term-Assessment Survey, 2000)**. *Assam, DPEP. Agricultural Finance Corporation Ltd. Guwahati-1.*

Objectives : 1. To study the difference in enrolment, dropout and learning achievement among gender and social group. (2) To compare the differences in enrolment, dropout and learning achievement among gender and social groups what that of the Baseline Assessment Data. (3) To study the overall dropout rate and if to the dropout rate studies in the BAS. (4) To ensure the level of achievement of students both literacy and in numeracy at the end of the penultimate stage of primary schooling and compare it to the measures baseline levels. (5) To assess the effect of variables like Home, School, Teacher, Classroom process, Incentive schemes etc. on learners achievement.

Scope & Geographical coverage : Barpeta, Bongaigaon, Goalpara, Kokrajhar, Sonipur and Karbi Anglong districts.

Methodology : The required data were collected from 24 blocks of 6 districts (4 blocks of each district). Maximum 20 students of class II and 30 students of class IV were selected randomly from each school. 40 Rural schools and 10 Urban schools (total 50) were covered from each district, i.e. 300 schools were selected from 6 DPEP districts.

Major Findings and Suggestions : (1) **Achievement Level of Students** - (a) There is no significant difference between boys and girls in achievement levels in language. (b) There exist some differences between achievement levels of students in language amongst SC, ST & Other communities as well as between Rural and Urban students. (c) Achievement level of Urban students of class II Mathematics has been slightly higher as compared to their rural counterparts. (d) Boys of class IV show poor performance in word knowledge. (f) In Mathematics students of class IV Goalpara district shows better performance than other districts whereas Bongaigaon shows poorest performance. (2) **School Profile** : (a) The teacher- pupil ratio ranged from 19.61 to 40. There is a clear dominance of male teachers in all the districts. (b) Basic TLM like blackboard, chalk, duster and maps are available in all schools but magazines, journals, newspapers, dictionaries etc. are rarely available. (c) Infrastructural facilities like school bell, table and chair etc. are available in the schools but First- Aid kit, electrical connections, toilet for girls, safe drinking water, furniture for students are almost negligible. The availability of text- books and work- books have been improved in 1992 - 2000. (c) Various incentives provided under the programme seems to have direct bearing on the student's achievement particularly in rural area. (d) VEC and PTA are available in all the sample schools. (5) Teacher's Profile : (a) Female and SC Teachers are fewer than male and other categories. (b) Most of teachers had qualification of class X followed by class XII, 15% are graduate but post -graduate are in negligible numbers. (c) 65% of the teachers had diploma /certificate in primary /elementary education. A few teachers were B. Ed. degree holders. (d) The teaching aids like teachers guide, dictionary, maps / globe etc. are available but Science guides, Mathematics books are in low proportion. (e) Majority of teachers have undergone in- service programme, except in Goalpara. (6) Student's Profile : (a) Achievement level of students was found to be independent of the educational status of parents and guardians. (b) Students' performance was affected by the occupational level of parents and guardians. (c) Most of the students receive academic assistance from their family members. (d) 100% of students have receive the language and Mathematics text-books, slate pencil / pen etc. But none of them received the text- books on Environmental Sciences and Social Sciences. (e) Attendance in rural schools is lower than in urban schools. [Project duration: June 2000 - September 2000] {AS/19}

CHHATISGARH

AVADHIYA, VIVEK PRASAD. 1998. **An analytical study of the administrative processes of DPEP planning, present status of school activities and educational achievement of the students.** *Chhatisgarh. DPEP. Govt. College of Education, Raipur.*

Objectives : (i) To assess the achievements of the teachers' training conducted under DPEP, (ii) to assess the educational achievements of the students studying in second and third standards of primary schools under DPEP, (iii) to study the school activities, (iv) to study the effect of the achievement of teachers' (working under DPEP) training on the educational achievement of the students, and (v) to study the functions of the offices and the employees related to DPEP.

Scope and geographical coverage : 6 urban and 8 rural blocks from Rajnandgaon and Chowki and 285 students were selected for the study.

Methodology : 100 boys and girls from class II and 185 from class III of 14 primary schools (6 urban and 8 rural) from Rajnandgaon and Chowki block were selected to study their educational achievement. Block and district level employees and officers were also selected as the sample of the study. The administrative process of DPEP was studied through the study of the working of district coordinators/assistant district coordinators/BEO/BRC/CAC etc. Questionnaires for district coordinators, assistant district coordinators, BEO, BRC, CAC and teachers were prepared.

Major findings and action points : (1) Employees and officers related to the DPEP were discharging their duties honestly. (2) School activities were being conducted partially by the teachers. (3) The positive effect of the achievement of teacher - training was found significant on the achievement of the students. (4) The significant difference in the educational achievement was not found between rural and urban students. {CG/01}

DUBEY, DEEPAK. & SUDHISH, M. 2002, **Suggestions for improving the school supervision system of primary schools under DPEP.** *Chhattisgarh. SPO, Rajiv Gandhi Shiksha Mission.*

Objectives : (I) To find out the frequency of school visits by the supervisors, (ii) to look into the problems faced during the school supervision, and (iii) to give suggestions for effective supervision system.

Scope and geographical coverage : The present study was conducted in Raipur, Mahasamund, Sarguja and Raigarh districts of Chhatisgarh. From each district, 4 blocks were selected for the study.

Methodology : The data were collected from 16 blocks of the 4 districts of Chhattisgarh. Responses of 8 DIET Personals, 16 Block Resource Coordinators, 80 Cluster Resource Coordinators, were received and compiled. The following tools were applied for data collection. a) Questionnaire for Cluster Coordinators b) Questionnaire for Block Coordinators c) Interview with DIET faculty d) Group discussion with teachers.

Major findings : (1) Most of the Cluster Coordinators visited the schools twice in a month. (2) The frequency visits of the Block Coordinators was 10 - 15 schools per month. (3) DIET Personals visited 1-3 schools per month. There is a need to develop proper feed back system.

Implications and action points : (1) Reformatory measures should be initiated at various levels. (2) Due to difficult geographical conditions in certain areas, DIET persons can't go to the interior schools. (3) Capacity building of the supervisory staff is required. (4) The training, which is given to the teachers, should also be given to the supervisory staff. (5) Team monitoring should be motivated. 6. At the block level at least 3 supportive teachers should be deputed to train and supervise the schools. {CG/02}

JAGDALE, TEJ RAM. 1999. **An analytical study of available resources and working arrangement of primary schools with view to make teaching learning process interesting, child centered and activity centered in the context of District Primary Education Programme.** *Chhattisgarh. DPEP. Govt. College of education, Raipur.*

Objectives : (i) To study various activities of the schools conducted under DPEP, (ii) to study the work of associated officers and workers under DPEP scheme, (iii) to study the training achievements of the teachers trained under DPEP scheme, and (iv) to study the effect of training of teachers under DPEP scheme on the educational achievement of the students.

Scope and geographical coverage : The present study covered the districts - Dhamtari and Raipur. Under both the districts the study was limited to one block each of the district i.e. the schools of only one block of Dhamtari district and Raipur district each were selected for the study.

Methodology : 10 schools 5 from each block were selected through random sampling method. over-all 50 teachers and 200 pupils were sampled for the study. The following tools were used for data collection. a) Questionnaire for the teachers. b) Questionnaire for the Cluster Academic Coordinators (CACs). c) Questionnaire for the District Coordinators. d) Questionnaire for the Block Resource Coordinators. e) Questionnaire for the Headmaster of the schools. f) Achievement test for the students of class IV.

Major findings and action points : (1) There was positive effect of training undergone by teachers, under DPEP scheme, on the educational achievements of students. (2) The resources available under DPEP scheme in the schools were being partially utilised by the teachers. (3) The teachers were found to be partially involved in various school activities. {CG/03}

Jaiswal, Abhay. 1999. **A comparative study of teaching aptitude and professional satisfaction of cluster academic coordinators (CACs) working under DPEP and non-DPEP districts.** *Chhattisgarh. DPEP. Govt. College of Education, Raipur.*

Objectives : (i) To study the working of CACs of DPEP and non-DPEP districts in the following areas - teaching aptitude, professional satisfaction and work efficiency, (ii) to study the effect of teaching aptitude and professional satisfaction on work efficiency of CRCs of DPEP and non-DPEP districts, (iii) to compare the work of CRCs of DPEP and non-DPEP districts.

Scope and geographical coverage : The present study was done in 6 blocks of Raipur district and 11 blocks of Durg districts.

Methodology : 6 DPEP blocks of Raipur district and 11 non-DPEP blocks in Durg districts and 200 cluster academic coordinators, 100 from each district were selected as the sample of the study by the random sampling method. Questionnaires for CRCs and for the primary teachers were prepared by the investigator only. Teaching aptitude test prepared by Dr. R. P. Singh and Dr. S. N. Sharma and Professional Satisfaction questionnaire prepared by Dr. Pramod Kumar and Dr. D. N. Muthe, were used.

Major findings and action points : (1) A positive correlation was found between the teaching aptitude and the working of CRCs in both the DPEP and non-DPEP districts. (2) A positive correlation was not found between the professional satisfaction and work efficiency of CRCs working in DPEP and non-DPEP districts. (3) There was no significant difference between teaching aptitude of CRCs working under DPEP and non-DPEP districts. (4) There was no significant difference in professional satisfaction of CRCs working under DPEP and non-DPEP districts. {CG/04}

Sudhish, M. 2000. **An in-depth of the impact of various interventions of District Primary Education Programme in achieving the target of universalisation of Primary Education in Raipur district.** *Chhatisgarh. DPEP. Govt. College of Education, Raipur.*

Objectives : (i) To assess realisation of DPEP objectives in the light of strategies planned, (ii) to study the constitution, roles and functions of DPEP functionaries, (iii) to study the kind of resource support available from the blocks and the clusters to schools, (iv) to assess the factors that limit the efficiency of DPEP functionaries at the field level, (v) to assess training needs for the effective functioning of primary school teachers, (vi) to measure the awareness and change in attitudes of the community towards primary education after decentralisation of power, (vii) to assess the current status of enrolment, retention and dropouts, (viii) to assess the utilisation of contingency funds, and (ix) to study the impact of the Quality Watch Programme and SWOT (Strength / Weakness / Opportunities / Threats) analysis of the DPEP in Raipur.

Scope and geographical coverage : When the programme was implemented in the district, it consisted of only 2 bocks. Within the short period after the implementation of the programme state govt. decided to include some more districts in the state under this process. Raipur district (the undivided Raipur district having 24 blocks from which 4 blocks were selected) and one block each from the newly formed districts of Mahasamund and Dhamtari carved out of the former Raipur district were included in the study.

Methodology : Total 6 blocks, 50 clusters, 60 schools, 450 teachers, 24 BRCCs and 12 BACs, 210 community members and 500 students were take as sample for the study. School record schedule (SR) and PMIS data were used and Teacher schedule, questionnaires for BACs, CRCCs and CAC and Optionnaires and Achievement test for the students for the SWOT analysis were prepared.

Major findings and action points : (1) The district has nearly achieved the target of DPEP super goals. (2) DPEP functionaries were doing allotted duties partially. (3) The resources available in the blocks and clusters were not utilised properly. (4) Some factors, which were being ignored, were obstructing the achievement of DPEP targets. (5) Certain hard spots that were identified, should be given importance during the training. (6) Teachers have not fully transferred the training inputs provided to them in the classroom situation. (7) After decentralisation of power the awareness and change in attitude was found positive, still some more is expected from the part of the community. (8) Due to the impact of the various programmes to achieve the goals of DPEP, some positive results were achieved. (9) The school contingency was not being utilised properly as per the norms. (10) The effect of Quality Watch Programme was not satisfactory. Much effort is required on the part of the teacher. {CG/05}

TIWARI, YUGAL KISHORE.2002. **Competency of E.G.S. Teachers : A study of Rajnandgaon district in Chhattisgarh.** *Chhattisgarh. DIET, Khairagarh, Rajnandgaon.*

Objectives : (i) To assess the competency of the E.G.S. Teachers in the district in all the three subjects area i.e. language, Mathematics and Environmental Studies, (ii) to investigate the effectiveness of the training that the E.G.S. Teachers have attended so far, (iii) to investigate into the causes of poor performance of the teachers, if any, and suggest possible remedies, (iv) to suggest alternative method of teacher training, if required, with proper justification.

Scope and geographical coverage : Out of 12 blocks the 10 blocks where E.G.S. was functional, were covered in the study in the undivided Rajnandgaon district.

Methodology : Competency of the E.G.S. Teachers was tested with the help of three question papers based on the textbook/curriculum of the highest standard i.e. 5th class Board examination. Out of 600 teachers working in E.G.S. in the district, 100 teachers were taken as sample. The data was collected from the teachers at Block Resource Centers.

Major findings : (1) 33% E.G.S. Teachers did not possess requisite qualifications in the district. (2) The community had a good control over the teachers but proper care is required even in inducing the local teachers. They should not be in any case less than 12th class pass. (3) Almost all the teachers lacked systematic study habit. They were also deficient in learning skills. (4) In such a remote area they did not find any thing worth reading except the textbooks meant for the children. Since the E.G.S. Teachers were paid only i.e. Rs. 1000/- per month they could not afford to buy books, reading material on their own. (5) Local teachers were very poor in some curricular areas of the syllabus.

Implications and action points : (1) There was a serious lack of relevant reading material suitable for teachers with the purpose of professional competency development of teachers. No reference/resource material was supplied to the teachers. (2) Common training programme for the teachers will not serve the purpose. Before organising any training programme proper grouping of teachers based on their qualification and competency should be ensured. Normally the weaker teachers get neglected every time. (3) Specially designed, need based, long-term content enrichment course is required through distance mode, leading to suitable degree/diploma for upward mobility and professional growth of the teachers. {CG/06}

GUJARAT

AMIN, P. J. 2000. **A study of M.L.L training given to teachers working in schools run by Jilla Panchayat and Private Management.** *Gujarat. GCERT.*

Objectives : (i) To know the effectiveness of training, given to the teachers teaching in the schools run by private management of Karjan taluka and the difficulties experienced during teaching in the context of the same and also to get feedback for making necessary changes for future training programmes, (ii) to study the attitude of teachers' towards the competency based approach, (iii) to study the difficulties experienced during the teaching of M.L.L. based curriculum, and (iv) to study the difficulties experienced in English, Hindi and Mathematics teaching.

Scope and geographical coverage : All the primary teachers of Karjan taluka primary schools comprised the population.

Methodology : 50 teachers out of 400 teachers of 101 schools run by Karjan taluka Shikshan Samiti and 50 teachers out of 100 teachers of 15 schools run by private management were randomly selected. Survey method was used in the study. Data analysis was done as all the responses were converted into percentage and were compared according to the section of questionnaire.

Major findings : (1) Positive response towards the use of M.L.L. approach was seen. The responses also showed that Competency based textbook was easy and best. (2) Most of the teachers said that the M.L.L. training has removed their classroom teaching difficulties. (3) Large number of students and multi - grade school created problem in giving personal attention to the pupils. (4) Teachers need more training in the teaching of English and Mathematics. (5) Private school teachers were found more positive towards teaching than their counterparts in Jilla Shikshan Samiti Schools.

Implications & action points : (1) Teachers can do effective teaching by using M.L.L. approach. (2) One can know by such training as to which method and what media will be useful for quality education. (3) Such training may provide guidelines for necessary change in training in respect of teaching learning process. {GJ/01}

AMIN, P. J. 2000. **A study of primary school teachers' attitude towards MLL approach,** *Gujarat. GCERT.*

Objectives: A study of primary school teachers' attitude towards MLL approach.

Scope and geographical approach : Population consisted of teachers teaching in primary schools run by Jilla Panchayat and private sector of Karjan taluka of Vadodara district.

Methodology : Fifty teachers from primary schools run by Jilla Panchayat and fifty teachers from primary schools run by private organisations were chosen randomly as a sample of the study. A questionnaire consisting 23 questions was prepared for the data collection. Survey method was used. Collected data was analysed by percentage and graphs.

Major findings : (1) Positive attitude towards MLL approach was found among teachers. (2) Continuous evaluation was difficult in single teacher school with more children. (3) Teachers were not interested in using A.V. aids due to complex maintaining process and extra work.

Implications & action points: (1) Teachers should be provided supplementary literature regarding evaluation. (2) Teachers should get more training on complex concepts and hard spots of content competencies of M.L.L. {GJ/02}

BALDHA, G. V. 2000. **A study of opinions of co-ordinators of Cluster Resource Center (CRCs) in the context of implementation of MLL approach**. *Gujarat. GCERT.*

Objectives : (i) To know the physical facilities of the schools covered by CRCs, and (ii) to know the opinions of CRCCs about MLL implementation in the context of present educational activities, evaluation etc.

Scope and geographical coverage : 145 CRCCs of the said district formed the population.

Methodology : All 145 CRCCs constituted the sample. A questionnaire was prepared related to the physical facilities, educational activities, evaluation and teacher training. Survey method was used. Data analysis - Percentage, average, standard deviation and stanine were calculated.

Major findings : (1) Difficulty was observed by the CRC co-ordinators in the evaluation of MLL implementation. (2) No adequate co-operation was obtained from the teaching staff but was obtained from DIET lecturers and school Principals only. (3) Due to excessive training programme and extra work from the government, educational work suffered. (4) Lack of adequate physical facilities was observed. (5) Increase in professional equipment was observed which contributed to the quality improvement. (6) Increase in the number of educational activities and quality was observed.

Implications & action points: Quality improvement should be geared-up and teacher, should develop positive attitude towards training. {GJ/03}

BARASARA, ASHA M. 2000. **A study of dropout children of class-I of primary schools of Gandhinagar 1998-99.** *Gujarat. GCERT.*

Objectives : (i) To obtain and review genderwise and castewise figures of enrolled children of class-I, (ii) to analyse the data of the drop-out children by gender, caste and residential area, (iii) to know and review the factors responsible for children to dropout, and (iv) to suggest the remedies to decrease the dropout rate.

Scope and geographical coverage : Total 174 schools of class-I of urban and rural area under the 19 C.R.C. of Gandhinagar constituted the population.

Methodology : All the drop-out children comprised the sample. Following tools were used: (i) Information-register for school principals (school schedule). (ii) Two-section opinionnaire for teachers, containing statements related to socio-economic and educational reasons. 12 statements for each section were constructed. (iii) Parent interview schedule for parents of dropout children. Survey method was used for data collection. Data analysis - Information from school schedule was classified according to various independent variables for enrolled and dropout children. Frequency distribution of each statement of opinion was made and percentage was calculated. Histograms were also prepared and conclusions were drawn.

Major findings : (1) Total enrolled children were 9456, of whom 1965 were from urban area and 7491 of rural area. By caste highest enrollment was seen for B.C. children and lowest (304) was seen for O.B.C. children. (2) Total drop-out number was 318 which included 99 of urban area and 219 of rural area; the dropout rates were S.C.- 4.67%, B.C. 3.49%, S.T. 2.80%, O.B.C. 2.30% and general category was the lowest i.e. 2.20%. Total dropout rate for the whole district was 3.37%. (3) Migrating children registered the highest dropout rate while physically handicapped children showed low dropout rate. (4) Regarding educational reason, the main reason related with enrollment without pre-primary attendance and another reason was the lack of provision for sports and games.

Implications & action points : (1) For retention of children various awareness generating programmes may be organized for parents and training programmes for teachers for the purpose. (2) Joyful and environment related activities, other than those included in curriculum should be increased. {GJ/04}

Bhatt, Hiren. 2000. **A study of attitudes of primary teachers towards in-service training (IST).** *Gujarat, GCERT.*

Objectives : (i) To construct the IST attitude scale, (ii) to make valid the constructed attitude scale in the light of the structure of Rasch-Partial credit model and traditional test method, and (iii) to examine the relationship of attitudes in the context of gender, age, area, experience and educational qualification.

Scope and geographical coverage : All the primary teachers (938) teaching Std. VI of Bhavnagar district comprised the population.

Methodology : The whole population was taken as the sample for the study. Liker type attitude scale was constructed for data collection. The study was a survey and relation type. For item-analysis - PA computer programmer and for content validity Polyud programme was used. Factor analysis and ANOVA were done by using S.P.S.S. software. Scores of the scale were analysed with CREDIT2 programme.

Major findings : (1) Most of the items (94%) were valid and un-dimensional. (2) Reliability of scores obtained on attitude scale was high and Cronbach Alpha was 0.81. (3) Cliffs consistency index 'C' was 0.37. (4) Positive attitude was observed about in-service training. (5) No significant relation was observed between attitude and gender, area, age and educational qualification. (6) Educational experience was observed relatively along with the attitude and was positive.

Implications & action points : (1) Quality of in-service training can be improved using this type of attitude scale. (2) Teachers can be diverted towards the positive attitude using results of this scale. {GJ/05}

CHAUDHARI, B. P. 2000. **A study of effect of joyful learning on attendance of class-I students.** *Gujarat. GCERT.*

Objectives : (i) To know the effect of joyful learning on enrollment of the students of class-I during the year 1994-97, and (ii) to know the effect of joyful learning on the attendance of class-I. 3. To know the teacher's opinion about joyful learning.

Scope and geographical coverage : 225 primary schools of Patan Jilla Panchayat comprised the population.

Methodology : 25 schools from the population were randomly selected. Tools used were - (i) Opinionnaire for obtaining the teachers' opinion and; (ii) A form for enrollment and attendance during the year 1994-97, a data sheet was prepared. Survey method used for the study. Data analysis - Mean and percentage were calculated for the attendance and obtained opinions. Figures for schoolwise and yearwise average attendance were compiled from attendance register and were converted into percentage. From the opinionnaire mean was calculated.

Major findings : (1) 20% more increase was observed in enrollment in the year of 1997 than in 1994. (2) 72% teachers were of the opinion that joyful learning approach was instrumental in increasing attendance.

Implications & action points : (1) Use of joyful learning and activity based learning is helpful in increasing the enrollment and retention. {GJ/06}

CHAUDHARI, B. P. 2000. **A study of training need of primary school principal of Mehsana district,** *Gujarat, GCERT.*

Objectives: (i) To identify the duties of primary school principals, (ii) to know the training need for primary school principals, and (iii) to prepare the strategy for the training programme for primary school principals.

Scope and geographical coverage : Principals of 1640 primary schools run by Jilla Panchayat of Mehsana district comprised the population.

Methodology : Primary school principals were selected by stratified random sampling technique. A questionnaire related to school planning and evaluation, office and financial management between school and society, self-development etc. was prepared. Survey method was used. Data analysis - average score was obtained from each training requirement and analysis was made by arranging the score according to the selection order.

Major findings : (1) Principal has to deal with planning & evaluation, financial, educational and school management, society co-operation, students' discipline, examination and self-development. (2) More training should be given related to school planning & evaluation, financial, educational and school management and co-operation between school & society.

Implications & action points : (1) Modules, supplementary literature and experts may be prepared for the training of school principals. (2) Training regarding their different duties can improve their performance. {GJ/07}

DESAI, SMITABEN. 2000. **Identification of difficulties and remedy through training in written expression in English language of CRG teachers of Surat.** *Gujarat. GCERT.*

Objectives : (i) To know the difficulties of CRG teachers in written expression of learning area - IV of English text, (ii) to examine the effectiveness of training given to CRG teachers, concerning difficulties in written expression.

Scope and geographical coverage : Teachers of English language of 236 CRGS of Surat district were the population of the study.

Methodology : From taluka Uchchhal and Nijar, 30 CRG teachers of English language were purposively selected as a sample from the population. A question paper based on various competencies of learning area of English language of Standard VI was prepared by the investigator. This question paper was the tool for data collection. Single group pretest-posttest experimental research design was followed for the study. A training programme consisting of games pertaining to words, spelling and grammar along with translation and essay writing was organised. Analysis of data was done using t-test.

Major findings: (1) Training given to CRG teachers regarding English language for class-VI was found effective. (2) Competency no. 4.6.3 was found difficult. (3) Descending order of Competencies in terms of easiness was as follows. 4.6.6, 4.6.5, 4.6.4, 4.6.3.

Implications & action points : (1) Primary teachers should be given vigorous training in Std. VI English. (2) Primary teachers should be supplied with supplementary literature regarding competency 4.6.3. (3) Games pertaining to spelling and Grammar along with translation and essay writing should be used as the technique during primary teachers training in written expression of English language. {GJ/08}

JASRAYA, SIDDIK M. 2000. **A study of P.T.C. trainees' attitudes towards educational practical work.** *Gujarat. GCERT.*

Objectives : Trainees of Adhyapan Mandir and P.S.T.E. department of DIET are equipped with the training of educational and practical work. Various practical experiences are provided to them during their training. To know their attitudes towards these aspects of practical work, the study was undertaken.

Scope and geographical coverage : Trainees of Adhyapan Mandir DIET Jamnagar comprised the population.

Methodology : Purposive sample of 40 second year trainees from DIET Jamnagar was selected. The tool was prepared in two parts with the help of lecturers who were interested in practical and administrative work. Difficulties faced by the trainees during practical work were included in the tool in the form of statements. The study was of survey type. Data analysis - Responses were classified according to the statements of the tool.

Major findings : (1) Proper time was not provided in between two practice lessons to the trainees for lesson planning with the result that lessons became uninteresting. (2) Spinning work on Umbar Charkha was useless for second year trainees. (3) Three times prayer was worthless. No innovation was seen in prayer assembly. (4) No separate period was arranged for music. (5) Most of trainees are unskilled in drawing. (6) Workshop was mostly theory based i.e. without practical aspects. (7) Exercise related to the physical education was not guided by the teacher trained for the purpose.

Implications & action points : (1) Practical work can be made more interesting by proper planning of time and including more useful activities. (2) Community-related activities should be stressed. {GJ/09}

JOSHI, GAJENDRA. 2000. **A critical study of competency based Gujarati curriculum for Std. I to IV.** *Gujarat. GCERT.*

Objectives : (i) To know the reactions of the teachers on the competency based curriculum programme, (ii) to know the necessity in modifying competency statement, and (iii) to understand the difficulties faced during teaching learning and in evaluation of competency achievements.

Scope and geographical coverage : Key-persons involved in training of MLL and teacher teaching in Std. I to IV of Surendranagar district were included in the population.

Methodology : A sample of 50 key persons and 50 teachers was selected randomly from the population. A questionnaire, based on nine learning areas of language was prepared. Survey method was used to study the problem. The collected data was classified according to the objectives of the study. Frequencies were obtained.

Major findings : (1) All the key persons and the teachers have accepted competency based approach. (2) Suggestions were received for restructuring first four learning areas (listening, speaking, reading, writing) and area 9 (vocabulary). (3) All were of the opinion not to keep area 5 (Comprehension) and 8 (use of language) separately. (4) None has responded in case of area-7 (self-learning). (5) Guidance was needed for evaluation of some competencies.

Implications & action points: (1) Teaching work and evaluation process can be made more effective by understanding the curriculum properly. (2) It provides guidance to reform the curriculum. (3) More attention should be given to the explanation of competency statements during the training programme to the teachers. {GJ/10}

Joshi, J. B. 2000. **A study of primary teachers' opinions towards in-service training in Banaskantha district.** *Gujarat. GCERT.*

Objectives : (i) To know the opinion of teachers who have already undergone various in-service training programmes, (ii) to know the opinions on time-duration of in-service training programme organized by DIET, and (iii) to know the opinions on the training implementation.

Scope and geographical coverage : All the teachers who were teaching in the schools run by Jilla Panchayat of Banaskantha comprised the population.

Methodology : 280 teachers from the population were randomly selected as the sample. An opinionnaire having three point response categories was used for data collection. The study was of survey type. Data analysis - Obtained scores were analysed according to variables. Weightage was given to each response category and responses were converted into scores. Total scores were calculated for each respondent and were analysed.

Major findings: (1) The time period of 11 a.m to 5 p.m was appropriate for the daytime training. (2) The training could be more fruitful by using innovative activities and innovative ways & means. (3) Feedback was required after the training. (4) More importance should be given to group discussion.

Implications & action points : (1) Follow up work after the training would be more helpful. (2)Principals should assume leadership for guidance, motivation and evaluation to the teachers for such follow up work. {GJ/11}

Kharadi, K. K. 1999. **Opinions of resource persons of Bharuch district regarding joyful learning.** *Gujarat. GCERT.*

Objectives : To know the opinions of the resource persons connected with primary education regarding joyful learning to improve the quality of primary education.

Scope and geographical coverage : 158 resource persons of Bharuch district constituted the population for this study.

Methodology : Five resource persons from each taluka out of 11 talukas were selected from population using random sampling method. These 55 resource persons comprised the sample. Opinionnaire was used as a tool in the present study. The study was conducted by using survey method. Analysis of collected data on 40 items was done using percentages.

Major findings: (1) Positive opinions were obtained regarding need of joyful learning, interest of the resource persons, training and various activities done. (2) Self made teaching learning material (TLM) were not easily made at resource centres. (3) Resource persons felt shy to perform easily during performing art sessions such as drama, and Abhinaygeet.

Implications & action points: (1) To make joyful learning more interesting more number of self-made TLM should be developed at resource centres. 2. Training should be given to perform well in performing arts like Abhinaygeet. {GJ/12}

MAKWANA, N. M. 2000. **A study of difficulties faced by teachers during instruction in Standard -V of module teaching schools.** *Gujarat. GCERT.*

Objectives: Along with the introduction of new textbooks based on MLL for Standard V, modules of all subjects were developed. But some difficulties were seen during teaching and administration of these modules. So to know the difficulties and to take remedial measures as well as to examine the effectiveness of module teaching, present study was conducted - (i) To identify the difficulties in teaching in Standard V of module teaching schools and to suggest remedial measures, and (ii) to examine the effectiveness of Module teaching in Standard V of module teaching schools.

Scope and geographical coverage : Population consisted of module teaching schools with Standard V run by Jilla Panchayat Samiti of Rajkot district.

Methodology : Randomly 15 schools were selected from the population to form a sample. A questionnaire of 24 questions was constructed and used as a tool in the study. Survey method was used for the study. Data analysis was done by percentage and Chi-square test.

Major findings : (1) During instruction in standard V, more administrative difficulties were found than educational difficulties in Module teaching schools. (2) Instruction through module teaching was found effective. (3) Quality of education was strengthened. (4) Results of the schools were good.

Implications & action points : Instruction should be based on module developed by GCERT and DIET. Problems raised during implementation should be solved. The major difficulty is the lack of guidance on module teaching. By solving this problem all round development of the children is possible. Students' achievement of M.L.L. can improve. {GJ/13}

MEHTA, I. D & ZIBBA, A. D. 2000. **A study of effectiveness of training related to MLL given to the primary teachers teaching in Std.-V during the year 1997-98.** *Gujarat. GCERT.*

Objectives : (i) To study the effectiveness of MLL based training, (ii) to examine the conceptual achievement of primary teachers obtained during training, (iii) to examine the quality of the training given to teachers in Baroda district.

Scope and geographical coverage : Primary teachers provided with the MLL training of Std. V of 12 Talukas of Baroda constituted the population.

Methodology : Multi-stage random sampling technique was used for data collection. 200 teachers (138 male and 62 female) of Std. V of Pavijentpur, Nasvadi, Chhota Udepur and Tilakwada constituted the sample. A questionnaire containing 27 questions was used as a tool. The questionnaire was divided into three sections: teacher related, MLL approach related and content related sections. Responses were checked by personal interview of the teachers. The study was undertaken by using survey method. Data analysis - Percentage was calculated for all the three sections and a comparative study was made.

Major findings : (1) Teachers of Nasvadi Taluka were found superior in concept of MLL and the teachers of Pavi-jetpur ranked lowest. (2) Teachers of Chota-udepur Taluka were found on top in knowledge of content and the teachers of Pavi-jetpur were at the bottom. (3) Effectiveness of the training was observed more in backward area despite unfavourable local situation.

Implications & action points: (1) Training improved the teaching competency and increased professional skills of teachers. (2) Quality improvement will be brought out through this type of training. 3. Hardspots can be taught with ease through learning experiences. {GJ/14}

MULWANI, RAJESH & SHAH, VAISHALI. 2000. **A study of areas of creative activities for blind children.** *Gujarat. GCERT.*

Objectives : (i) To prepare a check-list of creative activities suitable to blind children, and (ii) to collect opinions of teachers regarding creative activities suitable to blind children.

Scope and geographical coverage: Teachers associated to National Association for the Blind of Gujarat were included in the population.

Methodology: Heads connected with education for the disabled of 19 centres of National Association for the Blind were selected for the sample of the present study. A check list containing creative activities suitable to blind children was prepared for data collection. Educational survey method was followed in study. Data were analysed by percentage.

Major findings : (1) Blind children were able to perform creative activities in the fields of Literature, Reading, Listening Comprehension, Music, Sculpture, Dance, Dramatics Handicrafts and Maths.-Science. (2) Blindness is not a hindrance to creative tasks. (3) Creative talent in blind children can be developed through training.

Implications & action points: (1) Teachers should engage blind children through training in creative activities using four other senses. (2) Teachers should guide parents on the basis information collected regarding ability of blind children by observation during classroom teaching. {GJ/15}

PANDYA, CHHAYA A. 2000. **A study of attitudes of C.R.C. co-ordinations of Surat district towards community participation in education.** *Gujarat. GCERT.*

Objectives : the present study was undertaken to know the attitude of CRCCs about the new trend of 'Loksahyog' (i) To know the attitudes of CRCCs towards the Loksahyog, (ii) to know the effect of education qualifications, teaching experience and gender on the attitude of the CRCCs towards Loksahyog, and (iii) to compare the attitudes of CRCCs in the context of independent variables.

Scope and geographical coverage : 236 CRCCs of Surat district comprised the population.

Methodology : 200 CRCCs were selected by multistage sampling technique. Five point attitude scale was prepared with 36 statements divided into four sections i.e. M.T.A, VEC, Loksahyog and local bodies. Survey method was used to study the problem.

Major findings : (1) Positive attitude was observed towards Loksahyog. (2) No significant effect of gender and experience was seen. (3) Significant effect of qualification was seen on their attitude.

Implications & action points : (1) The efforts of getting 'Loksahyog' enhance the quality of education. (2) Families and society help the schools having quality. Teachers should take interest in it. (3) Loksahyog should not come under the influence of castiesm. (4) Intimate Loksahyog can be achieved through children by increasing community contacts. {GJ/16}

PANDYA, HIMABEN. 2000. **Effectiveness of programmed learning method as compared to traditional method.** *Gujarat. GCERT.*

Objectives : To examine the effectiveness of programmed learning as a self learning technique, the present study was undertaken - (i) To construct programmed learning material for unit 'POWER AND INDICIES' of Standard 6 Maths, and (ii) to compare the results of programmed learning and traditional learning.

Scope and geographical coverage : Students studying in Std. 6 of primary schools of Surat city.

Methodology : Experimental method was used. Eighty students were selected from 120 students of Std. 6 of V.N.Godhani Girls School, Surat as a sample. Unit achievement test on 'POWER AND INDICIES' of std. 6th Maths developed by the investigator was used as pre-test and post-test. Method of analysis - After the teaching was over, for testing significance of difference between mean scores of the two groups, critical ratio was calculated.

Major findings : Programmed learning was found to be more effective as compared to traditional learning in the present study.

Implications & action points : (1) Programmes for various units of primary school syllabus can be developed. (2) Learning can be provided through programmed learning technique. {GJ/17}

PARMAR, KISHORIBHAI. 2000. **A study of reasons to join the P.T.C. course in the case of trainees of 1st year Adhyapan Mandir.** *Gujarat. GCERT.*

Objectives : (i) To know the reasons for joining the P.T.C. course. (ii) To examine the factors related to joining the P.T.C.

Scope and geographical coverage : Trainees of the Adhyapan Mandir of Surendra Nagar of the year 1998 comprised the population.

Methodology : Out of four P.T.C. colleges the first year trainees of DIET, Limbdi were taken as sample. Questionnaire with yes/no type response containing 30 questions was prepared. The study was of survey type. Data analysis - Limit of stanine was fixed up by using frequency distribution of the responses. Weightages were fixed up for each statement and thereafter mean and percentages were calculated.

Major findings : Following reasons were found in order of priority: (1) Trainees were joining the course by their own decision. (2) They wanted to be a best teacher. (3) They liked to work with children. (4) More educational qualification can be obtained after P.T.C.

Implications & action points: Trainees with desire to work with children who are impressed by the life of a good teacher will become good teachers in the future. {GJ/18}

PATEL, AMURATAL P. 2000. **Difficulties faced by primary school teachers regarding Minimum Levels of Learning.** *Gujarat*. GCERT.

Objectives : The present study was undertaken to study the difficulties of teachers who had implemented MLL approach after they had been trained by DIET, Surat - (i) To collect the information regarding difficulties by primary school teachers, and (ii) to make suggestions with reference to difficulties faced by primary teachers regarding MLL approach.

Scope and geographical coverage : Teachers of primary schools run by Jilla Panchayat of Surat district were included in the population.

Methodology : 130 primary teachers from the population were selected using stratified random sampling technique. A questionnaire containing fifty seven restricted response variety questions on the difficulties of primary school teachers pertaining to MLL approach was constructed. Collected data were classified according to the sections, questions and sex. Thereafter they were converted into percentage. The responses of teachers were compared to the expected response of experts and were interpreted.

Major findings : (1) There was false mental fear among teachers that their workload would increase after getting training in MLL approach. (2) Less then fifty percent teachers believed that "MLL classes were misuse of government money". (3) Other than educational activities such as census, literacy campaign, family planning etc. adversely affected teachers' teaching work. (4) More financial input was required for activity based learning. (5) There should be residential school complexes in remote areas. (6) Less than fifty percent teachers believed that schools were lacking physical facilities. (7) Language was the barrier to effective education for tribal people residing in remote areas. (8) Due to faulty examination method students are not properly evaluated. (9) Despite competence approach, promotion to upper class on the basis of attendance in standard I/II was not proper.

Implications & action points: (1) Teachers should draw children's attention toward competency based approach and should lay emphasis more on activity based learning. (2) Teachers should be trained intensively in competency based evaluation or in preparing progress report accordingly. (3) Administrative staff should insist that the teachers utilise the knowledge acquired during training in classroom teaching. {GJ/19}

PATEL, A. V. 2000. **A study of difficulties and requirement regarding training of primary teachers of Panchmahals district.** *Gujarat*. GCERT.

Objectives: (i) To know the problem and requirement of primary teachers related to training, and (ii) to make training programme effective by making necessary changes.

Scope and geographical coverage : All the schools of Panchmahals district constituted the population of the study.

Methodology : 125 teachers from 125 schools were selected by stratified and random sampling method. A questionnaire having 71 questions and 5 sections related to training, economic status, school, administration, teacher, was prepared. The survey method was used in the study. Data analysis - Section wise and question wise average percentages were computed.

Major findings : (1) Teachers faced difficulty regarding the pre-planning of the training programme, its objectives, time-duration and related material. (2) Teachers also faced difficulty due to lack of proper information / guidance for the content, TLM preparation and its application and use of local environment. (3) Teachers seek more guidance in the various training techniques, in preparing the training module, monitoring and professional enrichment. (4) It is required that training should be arranged at proper time period. Orders should be issued in time and during the training sufficient guidance and motivation should be provided to the teachers.

Implications & action points : (1) Micro-planning of training programme can become more effective and can minimize teachers problems. (2) Selection of appropriate experts and optimum use of local resources can make training programme more effective. 3. Need-based assessment is much more helpful for training. {GJ/20}

PATEL, J. A. 2000. **A study of inhibiting factors of girls' education in Panchmahals and measures for remedy.** *Gujarat. GCERT.*

Objectives : (i) To study the conditions of girls education in Panchmahal district, (ii) to identify the inhibiting factors of girls' education in Panchmahal district, and (iii) to suggest the remedies to remove the inhibiting factors of girls education.

Scope and geographical coverage : Teachers, parents, local leaders, Principals and educationists of 250 schools of Santrampur, Zalod, Dahod, Devgadh Baria and Limkheda run by Panchayat Shikshan Samiti, Panchmahal, comprised the population.

Methodology : By random sampling method, parents and teachers of drop-out girls were selected. Also by the same method local leaders, principals and educationists were selected. Following tools were prepared: (i) Interview schedule to know the position of girls' education. (ii) Problem check-list for parents to know the inhibiting factors of girls' education. (iii) Opinonnaire for teachers to improve the girls' education. (iv) Questionnaire for educationists for practical solution. Survey method was used to collect the data. Frequency and percentage were used for data analysis.

Major findings : (1) Inadequacy of residential or Ashahram shala schools for girls and gender bias were main inhibiting factors. (2) Poverty was another factor for low girls' education.

Implications & action points: (1) Teaching method may be used without gender bias. (2)Financial inequity should be removed. {GJ/21}

PATEL, V. ARVINDKUMAR. 2000. **Development of free performing song (Abhinay Geet) related skill of CRC co-ordinators of Lunawada Taluka.** *Gujarat. GCERT.*

Objectives : Performing songs have become very useful medium in teaching according to activity based learning approach for std. 1. Researcher felt during training programmes, interviews and discussions with teachers and principals that co-ordinators of CRC were not able to present freely performing songs. Even they were not providing required training, guidance and encouragement to teachers. Probable reasons were - (i) Lack of proper guidance and encouragement, and (ii) lack of enough knowledge of importance and various uses of performing songs. So a programme to enhance the co-ordinators' ability to present freely performing songs was tried and to find out how effective it was in developing the required skills, the present study was taken up.

Scope and geographical coverage : Present study pertains to teachers training in the area of performing songs.

Methodology : Single group pre test-post test design was used in the present study. Collected data were analysed and interpreted using percentiles.

Major findings : Skill regarding performing song (Abhinay Geet) was developed successfully among co-ordinators of CRC of Hardaspur (Lunawada Taluka).

Implication & action points : (1) CRC Co-ordinators can give guidance to teachers to teach through performing song. (2) Teachers can teach student of classes I to IV through performing songs. {GJ/22}

PATEL, V. ARVIND. 2000. **Usefulness of Balmitra Varg to teachers of class-I in classroom teaching (Lunawada Taluka).** *Gujarat. GCERT.*

Objectives : (i) To know the problems of teachers while teaching in Balmitravarga of Lunawada Taluka, (ii) to collect the opinions regarding usability of Balmitravarga in teaching of teachers of Lunawada, and (iii) to identify the problems of teachers teaching class I of Balmitravarga and to make suggestions for making teaching more efficient.

Scope and geographical coverage : Teachers of 322 schools of Lunawada Taluka having class-I of Balmitravarg formed the population of the present study.

Methodology : Using stratified random sampling method 100 teachers were selected for the study. A questionnaire prepared by the investigator was the tool for data collection. Educational survey method was utilised in the study. Data collected on questionnaire were analysed using percentage and were interpreted.

Major findings : (1) In Gujarati 6, in Maths 3, and in Environmental Studies 6 learning areas of balmitravarga were included. (2) According to the opinions of teachers, Balmitravarga was useful in teaching, in assignment work, in drilling and in evaluation. (3) Teachers should get more training regarding the use of Blmitravarga.

Implications & action points : Curricular and co-curricular activities can be provided to students using Balmitravarga. {GJ/23}

RABARI, C. K. 2000. **A study of Principals' responses towards "Principal orientation programme".** *Gujarat, GCERT.*

Objectives: Orientation programmes for teachers and principals are required after implementation of competency based approach of primary education. Various informal responses were received about such orientation programme. Such informal responses provided inspiration to conduct this research - (i) To study educational and administrative role of principals for implementation of competency based curriculum, and (ii) to obtain responses in the form of opinions about 'Aacharya Navsankaran' training.

Scope and geographical coverage: Population- All the principals of the schools run by Surendranagar Jilla Panchayat Sishkshan Samiti became the population of the study.

Methodology : 120 principals from the population were selected by stratified random sampling technique. Feed back based questionnaire having three-point responses (agree, not agree, free) were prepared. The survey method was used. Data analysis - Scores were given to the three point scale responses according to the decided weightage. Average percentage and stanine scores were calculated and were analysed.

Major findings : (1) Principals felt that the training was useful. The working of the experts and their presentation were appropriate. They need much training. (2) The exchange of educative experience was effective and conducive to qualitative education. (3) All of them agreed that Aacharya Navsanskaran training was organized first-time after independence.

Implications & action points : (1) Need based training for principals may be more effective. (2)Exchange of experiences should be more useful than the lecture method. {GJ/24}

RABRI C.K, 2000. **A study of inhibiting factors of girls' education in Sayla of Surendra Nagar district.** *Gujarat. GCERT.*

Objectives : (i) To study the inhibiting factors of girls' education, (ii) To study the role of social and educational factors.

Scope and geographical coverage : Primary teachers of Sayla Taluka constituted the population.

Methodology : 23 primary teachers from 23 primary schools of Sayla Taluka formed the sample. Feedback questionnaire containing 27 statements with five-point scale. The study was of survey type. Data analysis - Scores were given on the five point scale responses according to the decided weightage. Average, percentage and stanine were calculated.

Major findings : (1) Lack of educational facilities was one of the inhibiting factors of girls education. (2) Social customs and traditions exert their influence on girls' education. (3) Parents were not aware of the various incentive schemes for girls' education. (4) Parents' illiteracy and poor financial condition affect girls' education.

Implications & action points : Residential school system may be provided for girls. {GJ/25}

RAJWADI, H., SMITABEN & MULVANI, RAJESHBHAI. 2000. **Development and try-out of multimedia package for Gujarati subject of standard V.** *Gujarat, GCERT.*

Objectives : (i) To develop multimedia package for one unit each from lesson (Shardi na pratape) and poem (Nag Daman) of subject Gujarati of standard-V, (ii) to construct achievement test based on selected units of Gujarati, and (iii) to check the effectiveness of multimedia package for teaching Gujarati as compared to lecture method in terms of learning achievements.

Scope and geographical coverage : Population of the study consisted of students of standard-V of primary schools in Surat district.

Methodology : From two classes of standard-V of Palsana primary school in Surat district, 97 students were selected as sample for the present study. Achievement test of 25 marks based on selected units of Gujarati subject of standard-V was constructed. Content was based on lesson-Shardi na pratape and from Nagdaman. Two equal groups were taken and experimental design was used in the study. Multimedia package was developed with audio-cassette, drawing, word and sentence strips and jokes. Experimental group was taught by using multimedia package whereas control group was taught by traditional lecture method. Data analysis was done using t-test.

Major findings : Teaching through multimedia package was found more effective than that through lecture method.

Implications and action points : (1) Multimedia package should be used in teaching Gujarati language. (2) Teachers should be trained in developing multimedia package. {GJ/26}

RATHOD, B. L. 2000. **The effect of number of letters and the form on the difficult structure of Gujarati spellings.** *Gujarat. GCERT.*

Objectives : (i) To study the effect of number of letters in a word on its being difficult to spell, (ii) to study the effect of forms of letters of a word on its being difficult to spell, and (iii) to study the interaction effect of number of letters and form of letters of word on its being difficult to spell.

Scope and geographical coverage: The population of the present study consisted of 100 trainees (male-female) of two Adhayapan Mandirs of Bhavnagar city.

Methodology : The whole population was of 100 trainees was covered. A multiple choice test of 40 items based on words spelling of standard-VI Gujarati textbook was constructed. In this test 10 spellings were short and easy, 10 with depth and difficult, 10 long and difficult, and 10 long but easy were included. Survey method of research was used in the study. ANOVA was used for data analysis.

Major findings : (1) Words containing more letters were found easier than those with fewer of letters from the point of view of difficulty in spelling. (2) There was no significant interaction effect of number of letters and form of the spelling of word.

Implications & action points: (1) Considering some common rules of spelling of words, transaction of language becomes simple and easy. (2) Correct spelling of words can be taught through practice of alternative spellings. (3) Students' attention should invariably be drawn toward words having more letters and more practice should be given during teaching spellings. {GJ/27}

SETA, BHUPATBHAI S. 2000. **Effectiveness of traditional method and practical in teaching topic "Agriculture Tools" of the subject Environment in class V.** *Gujarat. GCERT.*

Objectives : The study aimed to know how far experimental method is effective as compared to the traditional method in the teaching of Environment subject and to test the effectiveness of experimental method in teaching the topic 'Agriculture Tools in Class 4.

Scope and geographical coverage : The population for the experiment was the students of class 4 during academic year 1997-98 of the primary school in Bhavnagar city.

Methodology : From the Primary School No. 4/1 run by Bhavnagar Municipal Corporation, 69 students were selected using purposive sampling method. The students were then distributed in two groups to serve as experimental and controlled groups each consisting of 34 and 35 students respectively. Post-test based on content was constructed and used as a tool for data collection. In two groups, only post-test design was used in the experiment. The t-test was used to test the significant of difference.

Major findings : Experimental method was found more effective then conventional traditional method.

Implications and action points: (1) Subject 'Environment' should be taught to students through experimental or practical approach. (2) Self made-teaching tools should be prepared according to the unit for doing practical work in the subject Environment. {GJ/28}

SHAH, VAISHALI. 2000. **A study of effectiveness of training given to Cluster Resource Group (CRG) of Surat district for class VI Science.** *Gujarat. GCERT.*

Objectives : To know the effectiveness of the training in the context of achievement of C.R.G. in std. VI Science.

Scope and geographical coverage : 236 members of CRG of Surat district formed the population.

Methodology : 34 members of CRG, who were present in the training programme were taken as the sample. 100 marks test was prepared related to the representative competencies in which 60 marks were given to the objective type questions and 40 marks for the essay type questions. Opinion of five experts were sought for the test. One group pretest- posttest type experimental method was used. Data analysis - Mean, standard deviation, co-efficient of correlation and standard error of mean were calculated for the scores of pretest and posttest. Also t-test was applied.

Major findings : The training was found to be effective. Topics 'Mechanical' and 'Energy' were the hardspots, but after the training, CRG members had achieved 100% and 75% respectively on the concerned hardspots.

Implications & action points : By knowing the hardspots, teachers can be provided with fruitful training regarding the content and guidance on proper teaching technique. {GJ/29}

SOLANKI, B. C. 2000. **A study on effectiveness of competency based joyful and activity based text-book and training in that regard in Shahera district.** *Gujarat, GCERT.*

Objectives : (i) To examine the effectiveness of teachers' guide and new text-book of Standard one, and (ii) to examine the effectiveness of training given in the context of the new text-book.

Scope and geographical coverage : All the teachers teaching in schools run by Jila Panchayat Shikshan Samiti of Panchmahal comprised the population of the study.

Methodology : All the 220 class teachers who were teaching in Std. 1 of 191 schools were selected as a sample. A questionnaire containing six different sections related to competency based curriculum, content, pictures/figures, assignment, practice, exercise and activity, printing and overall opinion regarding text-book was prepared. Also a cassette was used and teachers, parents, members of monitoring wing. BRCC, CRCC, CRG and DRG members, educational and staff of GCERT and SPO were interviewed. The study was of a survey type. Data analysis - Responses were classified according to section of the questionnaire subject wise and were converted into percentage. Responses were checked by interview also. Content analysis of video -cassette and opinions was made.

Major findings : (1) A residential training given by DIET was willingly accepted by the teachers. They were trained for Balvarta narration and action songs to be performed in the classroom. (2) Teaching-learning process was made successful by preparing the teaching-learning material (TLM) by using the kit supplied by GCERT with the work of teacher. (3) Color box was accepted by students and they were prepared for color filling in the picture willingly. (4) All had the opinions that the new text-book was useful for multigrade teaching, competency based, joyful learning and was able to promote students as well as teachers' creativity. (5) A combined text-book of language and environment as well as a separate textbook of mathematics have been accepted by students, teachers and parents.

Implications & action points : (1). It is necessary that demonstration lessons by selected members of SRG and DIET lecturers may be organised in distant learning programmes in regards of the new text-book for class I. (2) Audio cassettes of songs in text-book for class II should also be prepared by GCERT for circulation and use in primary schools. (3) Monitoring system for implementation of the new text-book should be strengthened. (4) Teachers need more specific guidance for evaluation process of students' learning. {GJ/30}

SOLANKI, B. C & PATEL, R. K. 2000. **A study of need and use of performance test in the evaluation of MLL** *Gujarat. GCERT.*

Objectives : (i) To know the importance of performance test in the evaluation of MLL, (ii) to examine the effectiveness of implementation of performance test and to know the changes due to performance test in MLL evaluation and its implications.

Scope and geographical coverage : All the classroom teachers of Std. I to V of schools administered by Jilla Panchayat Shikshan Samiti of Santrampur comprised the population.

Methodology : 100 teachers of 100 schools [20 schools of each standard (I to V)] were selected as sample by using stratified random sampling technique. An opinionnaire was prepared. The study was of survey type. Data analysis - Mean score was calculated for the obtained scores.

Major findings : (1) Performance test is a part of the evaluation method and can make it stronger. (2) Performance test was accepted by students and teachers as it evaluated the activity based learning. (3) Performance test was required for evaluation of students' skills, competencies and aptitude, based on sensory experiences.

Implications & action points : (1) Such efforts are fruitful in the continuous evaluation, when performance test are included with oral and written test. (2) DIET and CRCCs should be oriented to organising and using performance test in evaluation of M.L.L. {GJ/31}

TRIVEDI, D. N. 2000. **A study of effectiveness of the educational tool on competencies 1.5.7 and 1.5.8 of Mathematics of Std. V.** *Gujarat. GCERT.*

Objectives: Chapter 5 in Mathematics of Std. V on ' Keys to divisibility' and 'factors' was very complex by nature. It seemed easy when taught but when examined or evaluated it had confused the students. The main reason was that the teachers probably were not using educational tools properly and tactfully. This study was undertaken to test the effectiveness of teaching aids.

Scope and geographical coverage: 60 students of std. V of Primary School No. 3, managed by Bhavnagar Municipal Corporation, were taken in this study.

Methodology: The students were divided into two groups randomly keeping the number thirty in each group. Both the groups were administered teacher made competency test. After pre-testing, treatment was given to experimental group for nine days whereas the control group was not given any treatment. After fixed period of time, post-test was administered to both the groups. Data analysis was done by using the t-test.

Major findings: Teaching can be improved if it is done with the use of educational aids.

Implications & action points: Students can be taught up to mastery level using educational aids properly and tactfully. {GJ/32}

VIRADIYA, P. R. 2000. **Effectiveness of Demonstration method with reference to Computer Education.**

Objectives : Students are taught mostly through the conventional method like lecture method as they are not interested in learning. Is Demonstration method applicable and effective in Computer education? The present study was conducted with this aim - (i) To construct a teacher made test with reference to Computer Education, and (ii) to examine whether Demonstration method is more effective than Lecture method with reference to educational achievement in computer education.

Scope and geographical coverage : The present study covered second year PTC students.

Methodology : 32 students of second year PTC of the District Institute of Education and Training, Amreli were included as the sample for the study. Out of these students two groups of 16 each were formed. A teacher made test of 25 marks based on the contents of computer education was used as a tool for the present study. Experimental method was used as one group of 16 students was taught through the Demonstration method and the other group was taught by using a conventional Lecture method. The data collected through the test were analysed using t-test.

Major findings : Teaching through Demonstration method was found more effective as compared to that through lecture method.

Implications and action points : The PTC students of the second year should be taught through the Demonstration method in case of Computer Education. {GJ/33}

VOHRA, S. N. 2000. **A study of primary teachers' opinions about the training programmes conducted by DIET.** *Gujarat. GCERT.*

Objectives: To study the teachers' opinions about the training programmes.

Scope and geographical coverage : Primary teachers who obtained training from DIET became the population.

Methodology : 195 teachers were randomly selected who have undergone various training programmes. Two-point scale was prepared in the form of questionnaire seeking response in the form of "agreeable" or "not agreeable". A survey was undertaken. Data analysis- Statistical technique of calculating chi-square was used to test null hypothesis.

Major findings : (1) No effect of gender and areas was observed. (2) Co-operation of teachers increased due to group discussion.

Implications & action points : (1) Training programmes should be conducted in the light of need-based survey. (2) Training programmes can be made activity based to enhance the teachers' co-operation. (3) Audio-video aids should be used in the training programme to the maximum extent. {GJ/34}

VYAS, C. N. 1999. **A study of the influence of joyful learning environment on MLL through Balmitravarga.** *Gujarat. GCERT.*

Objectives : For the purpose of improving enrolment, retention and quality of education in class I, joyful learning programme was introduced. To study how far the objectives were fulfilled and to enhance the programme more effectively the present study was undertaken - (i) To prepare ideal Balmitravarga, (ii) to create joyful learning environment through Balmitravarga, and (iii) to study the effect of joyful learning on students' MLL.

Scope and geographical coverage : First of all 35 schools of Chitroda division of Idar taluka run by Sabarkantha District Education Board were selected. Students of class I and II and teachers of these classes were the subjects of the study.

Methodology: Data was collected from all the students of class I and II and their teachers in the 35 schools. Tools selected for the study - (i) Layout of Balmitravarga : With the help and suggestions of experienced teachers and subjects experts sketches of drawings regarding various competencies of Maths, language and environment subjects were prepared for Balmitravarga walls. (ii) Opinionnaire : To study the effect of joyful learning, opinionnaire consisting of 35 statements for teachers was prepared over and above some teachers were personally interviewed. Survey method was followed for the study. Content analysis was done of the responses and of data obtained during discussions with the teachers during personal interview.

Major findings : (1) Retention was effective on account of classroom environment being made more attractive, joyful and interesting due to decorative room. (2) Daily observation of the pictures based on competency levels made the students to grasp content easily. (3) Balmitravarga was useful to teachers teaching in multigrade classroom. (4) Parents were satisfied with the joyful environment of Balmitravarga and began to extend support to school for its physical needs. (5) According to teacher's opinion, students' quality of competencies was enhanced.

Implications & action points : (1) Balmitravarga can be useful factor to attract students for learning. (2) Balmitravarga is useful for students to learning content according to their ability. (3) Balmitravarga can be useful in revision and drilling tasks. (4) Students were able to learn at their convenience and interest. (5) Balmitravarga can be a factor for encouraging self - learning in students. {GJ/35}

HARYANA

BEHURY, DIPTI BANDANA. 2000. **A study on correlates of consistent high performance in Primary Schools.** *Haryana. SCERT.*

Objectives : To identify factors of high performance by primary schools in class V departmental scholarship examination in Haryana for the last three years.

Scope and geographical coverage : The study was delimited to recognised primary schools of four districts of Haryana namely Kurukshetra, Rohtak, Hisar and Gurgaon.

Methodology: Ten schools from each district comprising 5 schools showing consistently high performance (Category A) and 5 schools showing consistently low performance (Category B) for the last three years in 5th Standard departmental examination were selected randomly for the purpose. The data was collected from 40 heads of schools by administering general checklist and schedule. General mental ability test was administered on 725 students, scores of 200 teachers were obtained on adjustment inventory and 80 teachers were observed in the classroom through general teaching competency scale. Scores obtained on checklist and schedule were converted into percentages. The general ability responses were assessed by scoring key. The sum of ratings of 21 items of the scale was obtained on the basis of classroom observations. Maximum possible score was 147 and minimum 21. For scoring teacher adjustment inventory, a punched stencil of right answers was used. Summation of scores under five areas gave total score. Statistical techniques of percentages and averages were used to know differences in organisation styles of two categories of schools. Significance of differences was computed. Critical ratio was calculated to know significance of differences in mean intelligence levels of category A and category B schools class 5th students. Two way and three way analysis of variance were applied to know the effect of category of schools, locality, academic qualification, teaching experience and teaching competency on teachers adjustment and its different areas.

Main Findings and Conclusions: (1) The average number of students who appeared in the 5th grade departmental examination and were placed in the merit list as well as awarded scholarship, were found more in category A schools. In fact no student from category B schools was placed in merit list. (2) More institutions of category - A schools were found to have better physical facilities and transport facilities, more sections of classes, use of diary and arrangement for organisation of co-curricular activities. (3) Higher percentage of category - A schools were situated in urban areas, had more responsible management and usable TLM, higher intelligence or ability level of students in comparison with category B students. (4) Teachers of high performance schools (category A) were found to be having higher score on competency scale. (5) A greater percent of heads of high performance schools (category A) were humble in dealing with students and teachers as compared to heads of low category B schools. (6) The students of category A schools were superior in comparison to students of category B school in their general mental ability. (7) The teachers of high performance schools were found to be having high teaching competency as compared to low performance school teachers. (8) Teachers with longer teaching experience were significantly better than the teachers with less teaching experience in their home, social, economic, institutional and total adjustment. (9) The teachers of high performance schools were found to have better home social adjustment in comparison to low performance schools. {HR/01}

KUMAR, YOGINDER & ARORA R.P., CHAUDHARY, MAMTA. 2000. **A Study of incidence and factors responsible for dropping out of girl students from G.P.S.Rampur, Barolyawali and Dhanur villages of Sirsa district**. *Haryana. District Primary Education Programme, S.I.E.M.T. Bhiwani*

Objectives: (i) To understand the problems of dropouts in the context of school situation and to look into various reasons which impose limitations, (ii) To trace out female dropouts, (iii) To highlight some of the important factors of dropouts at primary level of education as viewed by the teachers, (iv) To identify the factors of dropouts among girls at primary level as viewed by the parents of dropouts, and (v) To identify the causes of dropping out.

Scope and Geographical coverage: Three villages, namely, Rampur Theri, Barolywali and Danur of DPEP Phase-1 district of Sirsa.

Methodology: The study was carried out in participatory research mode. Head teachers, dropout girls and parents of dropout girls were contacted / interviewed personally to know the magnitude and reasons of dropping out. The tools used for data collection were: (1) Interview schedule for parents of dropout girls. (2) Interview schedule for dropout girls. (3) Questionnaire for Teachers. (4) Questionnaire for Head Teachers, (5) School schedule.

Major Findings: (1) Incidents of dropping out was more in classes III & V (2) The percentage of dropout girls was highest among Schedule Caste girls. (3) Majority of the girls who dropped out were in the age group 9-12. (4) Most of the parents of dropout girls were illiterates. (5) Domestic work and care of siblings contributed to a great extent for the phenomenon of dropping out. (6) Poverty was an important factor responsible for dropping out. (7) Early marriage was also a reason behind dropping out. (8) Some parents considered sending girls to school as shear wastage of money.[Project duration: January 200-September 2000] {HR/02}

KUMAR YOGINDER & ARORA R.P., HURIA A.R., DAYA KISHAN.2000. **Mid - Term Assessment Survey**. *Haryana. District Primary Education Programme. S.I.E.M.T. Bhiwani*.

Objectives: (i) To measure the average performance of students' achievement on competency based achievement tests in language and Mathematics at the end of class-1 and at the end of penultimate class of primary schooling by BAS/MAS, (ii) To compare the average performance of students' achievement on the BAS tests administered during the initial survey with that of students' performance on the same parallel test re-administered during MAS, (iii) To study the achievement differences in regard to area, gender and social groups and compare them under the BAS& MAS, and (iv) To study the effect of variables like home, school, teacher classroom practices incentive schemes etc. on students' achievement.

Scope and geographical coverage: DPEP Phase-II districts of Gurgaon, Mohindergarh and Bhiwani.

Methodology: Multi-Stage Stratified random sampling was used for the selection of various constituents of survey. Tools used were (1) Achievement Tests in language and Mathematics for class IV/ V Students. (2) Achievement Tests in literacy and Numeracy for class-I / II students. (3) School record schedule. (5) Teacher schedule. (5) Student schedule (6) Field Hand Book (7) Field Notes.50 schools (40 rural and 10 urban) were selected in each district for the survey.

Major Findings: Level of Achievement in MAS - (1) The average level of students of three districts in class 1/ II in Language ranged from 56.62% to 64.87% with over all average of 62.03% and a similar performance was seen in class I/II Mathematics with an over all average of 62.22%. (2) For class IV&V students, mean score in the test of word knowledge ranged from 54.67% to 56.82% with an over all average of 55.62% and that of Reading Comprehension, from 37.24% to 41.28% with an over all of 40.34%. The composite score in Language comprising of these two tests ranging from 45.95% to 50% with an over all average of 47.98%, (3) The over all mean score in Mathematics was found to be 38.33% and the district mean scores varied from 36.44% to 40.84%. (4) Comparison of Achievement of BAS Tests Administered during BAS and MAS - In class I/II Language, the improvement is observed in all the districts with very significant improvement in the case of Mohindergarh. (5) In class I/II Mathematics, the improvement was highly significant in all the three districts. The same was true for the composite score of language and Mathematics of class IV/V. *School Profile*: There are 3.8 teachers per school with highest average of 4.8 teachers per school in Bhiwani; the Pupil - Teacher ratio varied from 33.9 in Gurgaon to 42.1 in Mohindergarh. Most of the items used in teaching-learning process were found to be present in almost all the schools, for classes I to III. The mid day meals, free uniform, free text books, scholarships for attendance are widely availed by children of disadvantaged groups. Community participation is quite in vogue through VEC & PTA. *Profile of Teachers*: Of the 507 teachers, 269 (53.06%) were female. Majority of them are class X passed and professionally qualified and most of them have Diploma / Certificate in Primary Education.

Majority of them (93.88%) had a chance of undertaking at least one in - service training programme. *Profile of Students*: Teaching in mother tongue enhanced students achievement in both Language and Mathematics. Educational qualifications of father and mother does influence the achievement levels of the students of class IV&V in Mathematics and language. Majority (66%) of mothers and 20.86% of fathers were illiterate. The student whose father is a shopkeeper performs better in Mathematics as compared to the student whose father is a farmer, skilled worker, unskilled worker and agricultural labour. By and large the same is true for language performance. The performance of the students whose mothers attend to other chores invariably perform better than the students whose mothers are housewives. Most of the students seek assistance in studies from their brothers and sisters followed by fathers. [Project duration: May 2000-Setpember 2000] {HR/03}

KUMAR, YOGINDER; ARORA, R. P; HURIA, A. R. & KUMAR VINOD. 2001. **Terminal Assessment survey of DPEP Phase I districts.** *Haryana. DPEP. SIEMT, Bhiwani*

Objectives : (i) To measure the average performance of students' achievement on competency based achievement test in language and Mathematics at the end of class I and class IV/V during TAS, (ii) To compare the average performance of students' achievement on BAS tests administered during the initial survey and the students' performance on the same/parallel tests re-administered during TAS, (iii) To study the achievement differences in regard to area, gender and social groups and compare them with BAS and MAS, and (iv) To study the effect of variables like home, school, teacher, classroom practices, incentive schemes etc. on students' achievement.

Scope and geographical Coverage : DPEP Phase I districts of Hisar, Sirsa, Jind and Kaithal.

Methodology : Multistage stratified random sampling method was used for the selection of various constituents of survey. Tools used were a) Achievement tests in literacy and Numeracy for class I/II students b) Achievement tests in language and Mathematics for class IV/V students c) School record schedule d) Teacher schedule e) Students' schedule f) Field hand book g) Field Notes. 50 schools (40 rural and 10 urban) were selected in each district as sample for the survey study.

Major findings : **(1) Performance in Achievement tests : (i) Achievement of class I/II (language) :** The range of average percent scores of class I/II students in language was from 69.01 to 71.56 in case of boys and from 69.72 to 74.51 in case of girls. **(ii) Achievement of class I/II (Mathematics) :** The variations in the mean scores across the districts were very narrow; these varied from 78.63 to 79.63 for total sample, from 77.03 to 81.35 for boys and from 75.82 to 80.71 for girls. **(iii) Achievement of class IV/V (word knowledge) :** The range of mean percent scores of boys and girls on the test of word knowledge were from 42.81 to 61.04 and 43.34 to 57.70 respectively. **(iv) Achievement of class IV/V (Reading Comprehension) :** The ranges of the mean percent scores of boys and girls in reading comprehension test administered to class IV/V students varied from 41.29 to 59.74 for boys and from 50.69 to 57.88 for girls. **(v) Achievement of class IV/V (language) :** The mean percent scores of class IV/V girls in language ranges from 47.02 to 57. 99. The corresponding range for boys was from 42.05 to 59.17. **(vi) Achievement of class IV/V (Mathematics) :** Among rural students gender disparity was found in Hisar and Jind while among urban students it was found in Kaithal and Sirsa. (2) **Comparison of achievement of MAS and TAS : a) Language test of class I/II :** Overall mean scores of students have improved from MAS to TAS in Hisar and Jind, the gain being substantial in Jind. However there was a marginal decline in Kaithal and substantial decline in Sirsa. **b) Mathematics test of class I/II :** There was improvement in Mathematics mean scores in Hisar and Jind but a marginal loss in Kaithal and Sirsa. **c) Language test of class IV/V :** TAS mean achievement scores were higher than MAS in all the districts except Sirsa. **d)** The outcome was same as in the case of class IV/V language test indicating improvement in the performance of the students in Hisar and Jind. {HR/04}

YADAV, KHUSHI RAM. 2002. **Effectiveness of Cluster Resource Centres (CRCs) : An evaluative study.** *Haryana. DIET, Mohindergarh.*

Objectives : (i) To observe the present status of CRCs, (ii) To analyse the resource and academic support provided to CRCs, (iii) To examine the existing linkages of CRCs with BRC, DPIU, DIET, (iv) To evaluate the effectiveness of extended teachers' training (ETT), (v) To examine the activities undertaken by CRCs, (vi) To identify the problems and need assessment of CRCs, and (vii) To suggest the measures for capacity building and its sustainability process.

Scope and geographical coverage : DPEP districts of Hisar, Sirsa, Jind, Kaithal, Bhiwani, Gurgaon and Mohindergarh.

Methodology : Multi-stage stratified random sampling method was used for the selection of the various constituents of survey. The following tools were taken for the study. a) Questionnaires prepared for collecting basic information from CRCs. b) Interview schedules for CRC coordinators and for Head-teachers.

Major findings : **Profile of CRC's :** (i) Young teachers were working as CRCCs in Haryana state i.e. 58% were up to the age of 40 and the rest were above the age of 40. (ii) 90% CRCCs were male and only 10% were female. (iii) 83% CRCCs were JBT/D. Ed and only 17% were B.Ed. (iv) 55% CRCCs had more than 5 years experience in which 49% CRCs had more than 10 years teaching experience. (v) 8% CRCCs had more than 4 years experience as a CRCC and 31% had less than one year experience as a CRC. **Resource Centres :** (i) 72% CRC rooms were constructed and 14 were under construction. (ii) 36% Cluster Resource Centers had more than 500, 29% had upto 50 and 35% had only 100 books in their libraries. (iii) 37% CRCCs have not issued any library book. **Professional Development :** (i) 64% CRCCs had received DPEP training of 40 days, 29% had less than 21 days training and 8% of them having 2 months training on specific themes. (ii) 61% CRCCs responded for meetings in DIETs while 39% denied for any meetings. (iii) 16% CRCCs have conducted ETT regularly but 22% CRCCs did not conduct ETT during the last 6 months. (iv) 79% teachers and head teachers have participated in ETT but 21% have not participated. (v) 29% said that there was no agenda in ETT. **Research and Evaluation activities** : (i) 24% CRCs solved their problems by conducting action research. (ii) 9% CRCs have done innovative work. (iii) 31% CRCs were doing good practices in their centres. (iv) 17% CRCs have participated in various competitions organised by DIET, SIEMT and SCERT. **Follow-up Activities** : (i) 9% CRCCs have not visited any schools, 47% CRCCs have visited less than 10 schools in 3 months and 4% CRCCs have visited 4 schools in a month. (ii) 12% CRCCs have not delivered any model lessons. (iii) 60% teachers and head teachers were not aware of the model lesson. **Problems and Need Assessment** : (i) 27% teachers and head teachers were facing problems in using new textbooks. About 21% teachers and head-teachers faced the problem in the use and preparation of TLM. (ii) 28% CRCs were facing problems of conveyance during school visits and the lack of co-operation. (iii) 27% CRCCs desired capacity building in preparation and use of TLM. (iv) They also wanted training in the use of Science and Maths kits. **Developmental Activities** : (i) 30% CRCCs have consulted in the development of new textbooks and 80 consulted in the development of TLM. (ii) 51% CRCCs had participated in the meetings of VECs. {HR/05}

HIMACHAL PRADESH

ARCHANA. 2000. **Education problems of the children with special reference to girl child of rural areas of district Kullu at primary level.** *H.P. DPEP. SIEMAT.*

Objectives : (i) To study the status of girl child in Kullu district in terms of education, health and nutrition, and (ii) to study the problem of girls' education with special reference to economic condition, socio-cultural condition, health and nutrition.

Scope and geographical coverage : The study was conducted in district Kullu of Himachal Pradesh.

Methodology : The present study was conducted in all the six educational blocks of the district, namely, Kullu-I, Kullu-II, Naggar, Banjar, Anni and Nirmand on sampling basis. 20 villages of each block were selected randomly. Case studies of girl children were carried out. Sampling method was used to find out academic support given by the parents. Questionnaire cum interview schedule for the collection of data was used.

Major findings : (1) Poor families were not in a position to send their daughters to the school. (2) Domestic chores done by the young girls were so important and necessary that they were often spared less time for school education. (3) Child labour was an important part of the labour involved in vegetable and apple season. (4) Children who were getting academic support from their parents/guardian showed better results. (5) Parental motivation for education in the district was very high in all the communities. (6) Ma-Beti Mela, Mahila Diwas, the exhibitions, Bal-Melas, celebrations of Meena week, work-shop for Mahila Mandals and VEC training were the effective methods through which enrolment of girl child had been increased. Ma-Beti mela proved to be a popular method of promoting awareness of girl child's education and has very much encouraged the enrolment and retention of girls.

Implications and action points : (1) Education must be made mandatory, gender bias should be discouraged. (2) Vocational education and skill training, self - employment schemes and other income generating activities should be encouraged. (3) Anganwadi and primary school teachers should be encouraged through incentives. (4) Teachers should be trained in giving counseling services to counter the cultural-religious influences affecting the consciousness of growing children. (5) Seminars, workshops, colloquia, symposia etc. should be organised to create awareness about the illegality and ill consequences of child marriage. (6) Incentives to encourage those who marry young widows with little children should be provided and bigamy should be punished. (8) Some short term measures are more important to encourage the illiterate parents such as launching of awareness campaigns particularly for parents with the help of meetings, community participation, film shows, skits, puppet shows and street plays. {HP/01}

DEV, AMAR. 2000. **Enrolment trends in class I for UPE in DPEP districts of Himachal Pradesh.** *H.P. DPEP.*

Objectives : (i) To find out the reasons for declining enrolment in class I, (ii) to estimate the percentage of out-of-school children in the school going age group and the percentage of children attending unrecognized schools in the area covered in the study, (iii) to study the growth in enrolment in different type of institutions over the last 3-4 years, (iv) to check the veracity of enrolment data and coverage of schools in the EMIS survey of schools in last 3 years, (v) to examine the demographic and socio-economic features of the areas covered in the study and to find out whether these have any bearing on declining enrolment, (vi) to identify the characteristics of schools and their catchment areas where enrolment has decreased and to find out the difference, and (vii) to comment on demographic, socio-economic and school related factors that led to decline in class I enrolment.

Scope and geographical coverage : Four districts of Himachal Pradesh namely Chamba, Kullu, Lahaul-Spiti and Sirmour were selected, where the decline was found to be maximum.

Methodology : Descriptive method of research was followed in this study. Tools used for data collection were - questionnaire for school organisation, for village, for households and household survey register.

Major findings and action points : (1) After the launch of DPEP in 4 educationally backward districts of H.P. in 1996 special enrolment campaigns were carried out to enrol maximum number of out of school children in the school going age group 5-11 years. This led to enrolling the children in class I, irrespective of their age, which inflated the class I strength in 1997. In the subsequent years only those children were available for entry in class I in the villages who were 5 years old and their number was very low. (2) In some areas new govt. primary schools were opened in the catchment area of already existing ones, which led to the division of child strength in these schools. (3) Poor economic-condition of people had no bearing on class I enrolment. (4) Decline in the feeding population in the villages of school going age group children has also led to the decline in class I enrolment. (5) There were no private unrecognized schools near the schools selected for the present study in the two districts, except two in Nahan block, there fore almost all the children were studying in govt. primary schools only. {HP/02}

KAISTHA, R. K & SHARMA, GOPAL. 2002. **Problem of unwillingness among the teachers to serve in rural areas: A case-study of Chamba block in Himachal Pradesh.** *H.P. DPEP. SIEMAT.*

Objectives : (i) Delineate the socio-economic and geographic profile of the teachers, (ii) Ascertain teachers' views regarding job satisfaction and problems related with teaching profession, (iii) Analyse the underlying factors, which contribute to their unwillingness to serve in rural areas, and (iv) Make generalizations/suggestions based on the findings of the study.

Scope and geographical coverage : The study was confined to teachers of Chamba block.

Methodology : The survey was conducted in 80 schools and 206 teachers were administered the interview schedule (structured). Both open ended and close ended questions were included.

Major findings : (1) The proportion of male teacher was more than of female teachers and due to family responsibilities they were reluctant to serve away from their homes. (2) Due to urban background of most of the female teachers, they hardly preferred to serve in the rural areas and hence managed their posting in the schools located in the urban areas; also they were reluctant to stay alone in the rural areas. (3) There is no uniform transfer policy, most of the teachers were over - staying at some places for years together and were hardly willing to be transferred at far-flung areas. (4) There was lack of proper facilities in the villages such as convent type schooling facilities, residential accommodation facilities etc. (5) The presence of highly qualified individuals as contract/adhoc teachers in primary education lead to high turn over besides insecurity of jobs and less commitment in job. (6) There are no incentives for teachers to serve in the rural areas; such as, there is hardly any motivation for them to serve in these areas leaving behind all comforts of urban area. (7) Teaching profession is no longer considered a noble profession and is treated like any other job. (8) The large proportion of female teachers in primary education was an encouraging sign since Chamba is a district with least female literacy rate in the state. (9) The proportion of married respondents (85%), was much higher than of unmarried respondents. (10) Only few teachers appointed on contract basis are found posted in schools which have been drawn from other districts due to non-availability of trained staff in Chamba district. (11) Teachers' educational qualification in the block was bare minimum, which made majority of them less prone to change their profession.(12) Majority of the respondents belonged to JBT category, for which minimum qualification was matriculation. (13) 71% of the respondents had service of 0 - 10 years, it shows that schools were managed by comparatively junior/young staff. (14) The teachers were mostly daily commuters to their place of posting, due to which late arrival and high rate of absenteeism in the schools could not be ruled out. (15) 82% respondents had reported satisfaction with job as teacher, but 18% did not show any job satisfaction. {HP/03}

LOHUMI, MANJU. 2000. **Media support in promoting literacy and education.** *H.P. DPEP.*

Objectives : (i) To study the quality and content of information disseminated to the media, (ii) to analyse the coverage in the print media on the basis of material supplied to media persons, (iii) to study the perception of media persons on various aspects of education and literacy with special focus on DPEP, (iv) to study the performance evaluation of DPEP in H.P. as perceived by functionaries, beneficiaries, community persons and opinion builders, (v) to devise mechanisms to elicit active support of media in popularizing DPEP, and (vi) to study the reasons for inadequate coverage of DPEP in print media.

Scope and geographical coverage : The scope of the study was to assess the impact of media support on the DPEP in four selected districts. 6 blocks out of 14 blocks in district Chamba, 3 blocks out of 6 in Kullu, 5 out of 10 in district Sirmour and 1 block out of 4 blocks in district Lahaul-Spiti were selected for the study.

Methodology : The sample for the study consists of 27 media persons, 75 beneficiaries from 4 DPEP districts, 10 organisers/administrators from district headquarters. The samples of news clippings were taken from Indian Express, Jansatta and Giriraj. Data was collected with the help of interviews.

Major findings : (1) At the district level 26.6% of the media persons disclosed that the organisers took the initiative to acquaint them with the programme while another 26.6% felt they did so rather rarely. The remaining 46.8% felt the organisers did not take the requisite initiative to give publicity to their activities. (2) Majority of media persons received information through press notes issued by DPRO. (3) As regards getting media support at the preparatory level, 50% of the media persons at the state headquarters were informed by the organisers, but at the district level only 26.6% were informed. (4) Only 4 of the 15 media persons at the district and 16.7% media persons at the state level were showing awareness about the media wing. (5) The state level organisers lacked initiative in maintaining effective rapport with the media persons. (6) Only one press conference was held about the programme at the state level in Shimla during 1997. (7) Only 15 functions in total were organised. (8) Regarding role of DPEP in promoting education of girls, 69% said that it had helped in encouraging girls' education to a great extent. (9) The organisers were of the view that the expansion of the literacy programme had resulted in decrease in dropout rate and increase in enrolment at primary level. (10) These districts have achieved 100% enrolment at primary level, associating voluntary and non-governmental organisations and integrating the programmes with other social awareness programme like Bal-mela, Ma-beti mela and Total Literacy Campaign. (11) Only 10% of the media organisers were of the view that the coverage about the programme through print media was not sufficient and adequate.

Implications and action points : The following suggestions were given for getting more media support : Holding of regular press conferences, producing high quality Video films and audio cassettes, providing sufficient material to press about the activities of the programme, organising publicity campaigns, giving advertisements in newspapers and actively involving the teachers, contributing articles in regional newspapers and seeking editorial support for the programmes. {HP/04}

Scope and geographical coverage : Tissa block of district Chamba (H.P).

Methodology : 74 community leaders, 71 teachers, 2078 households were contacted. The actual target was the coverage of 50% households. The data for the study was collected with the help of interview schedules one each for community leaders, teachers and parents. Data was first converted from quality to quantity with the help of a code design (table format). Then the code assigned to each item was translated into actual responses to make it qualitative. In the first part, namely the community leaders' perspective the data were analysed using percentages.

Major findings : (1) The critical development in the entire process of educational expansion was increasing rural-urban inequalities in the sphere of education; it increased significantly due to urban bias in the education policy followed by the govt. (2) The major lapses were in the neglect of rural areas, Scheduled Castes and Scheduled Tribes and other weaker sections including women. (3) **Community leadership and primary education** : (i) There are more educated village leaders, than in the yesteryears. (ii) The caste background of the leadership indicates continuous hold of high castes, with exceptions. (iii) The lack on the part of the leadership to effectively help in the implementation of DPEP project. (iv) The leadership did not seem to have any specific plan to arrest the problem of non-enrolment and school dropout through structural reforms. (v) In what way the VEC brings about the changes or reforms in the present situation, was not explained by the leadership. (4) **Teachers and universal primary education** : (i) The school infrastructure and lack of school infrastructure facilities and the school environment in the case of majority was not conducive to teaching learning process. The situation becomes more precarious due to shortage of teachers. (ii) The widespread poverty and illiteracy, which discourages enrolment, results in children leaving the school without completing five years of schooling. Such a situation, while points out the possible gaps between the teachers and the community, also hints at the real causes of the problems in schooling i.e. the structural disparities. (iii) The low level of participation of the teachers and parents in action programme was attributed by the teachers to ignorance, lack of knowledge and low level of consciousness about their own role. (iv) Most schools did not have such organisations like PTA and MTA. (v) Generally, educational status of father was better than that of mother, accounting for the girls lagging behind in the educational sphere in comparison to the boys. (vi) The low level of occupational diversification was also found to hinder the development of spouses. (vii) The initial response of the parents indicated that VECs had not made a mark on the parents. They even did not know the function of this organisation. (viii) The school curriculum was not so interesting as to attract the children. (ix) The parents were not acquainted with the concept of non-formal education. It has not become popular yet.

Implications and action points : (1) All activities aiming at improvement of school effectiveness have to be in a collaborative manner in partnership with parents, other family members, local community leaders, educated persons and VEC. (2) Community awareness towards education and its role in social transformation needs to be enhanced. (3) Parental involvement, especially through MTA needs to be strengthened for the education of children. (4) The functioning of VECs is to be re-oriented to ensure sensitisation of members for their appropriate role in the process of education. (5) The village leadership has to be more assertive in its role of promoting education, along with other developmental activities, may be, social and economic. (6) Linkages of activity movement with income generating activities under the state organised programmes (IRDP, TRYSEM, DWCRA, PMRJ) and other social welfare programmes should be established, keeping in view the needs and aspiration of the local people. (7) The units of DIET should be activated to adopt the area to promote community involvement in education. Since the owning of responsibility for education rests with the community, parents, the local leadership with the teacher in the central stage, all the resources should be put at the disposal of teachers in the school through different modes, so that the teacher is able to provide the desired education to the children in the school. {HP/07}

THAKUR, S. L. 2000. **Parental preferences for quality education at primary stage: Comparison of public and govt. schools.** *H.P. DPEP.*

Objectives : (i) To study and compare the socio-demographic profile of enrolled children in public and govt. schools, (ii) to study the causes for parental preferences of private public schools for education of their children, (iii) to study and compare the views of school teachers with respect of functioning of govt. schools, (iv) to study and compare the views of school teachers with respect of efficacy of public and private schools, and (v) to seek suggestions from parents and teachers improving the functioning of govt. schools.

Scope and geographical coverage : All the four DPEP districts namely Chamba, Kullu, Sirmour and Lahaul-Spiti of Himachal Pradesh and non-DPEP district Shimla constitute the universe of the study. The study aimed at collecting qualitative and quantitative information, from different stakeholders, who were directly or indirectly associated in education programmes, which had in priority for their exceptional performance and constraints.

Methodology : 5 Schools each from both the categories in each district were taken for the sample and 10 parents of each school with their children formed the primary respondents. Interview schedule for teachers and head-teachers working in both kinds of schools and socio-demographic information was developed for preparing profiles of children. Interaction and meetings and school visits were undertaken.

Major findings and action points : (1) The study has shown a trend that there is inclination of parents towards enrolling their children in private public schools provided they could afford the expenses. The reasons narrated were as the good school building, facilities, teachers, environment, culture, discipline etc. (2) DPEP interventions in new schools in relation to the infrastructural facilities, commitment of teachers and providing quality education, through use of innovative approaches of child learning. (3) Due to scarcity of staff, it is suggested that more teachers should be recruited at the earliest. (4) Capacity building efforts should be focussed more on the younger teachers who are more open for attitudinal

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KARNATAKA

JAYALAKSHAMI, T. K. 2000. **Mid-term Assessment Survey of DPEP II districts.** *Karnataka. DPEP. Rashtriya Vidyalaya Educational Consortium, Bangalore.*

Objectives : **General** : (i) To study the variations over a period of time (pre project and mid project) in enrolment rates and learning achievement levels among the primary school children, (ii) to make a comparative study of the present situation with that of findings in the pre project study (BAS), (iii) to assess the extent of development of learning capabilities with regard to language and Mathematics among all the categories of children at the levels of standard I and II, (iv) to perceive the effect of various variables like home, school, teacher, classroom process etc. on learners' achievement. **Specific** : (v) to find out the school specific enrolment and retention performances, (vi) to list out probable influences on enrolment and retention performances, (vii) to study child/ school/area specific levels of achievement in language and Mathematics at standard I and III, (viii) to make an objective assessment of improvement in the infrastructural facilities at the school level including pupil-teacher ratio, (ix) to quantify the academic improvement programmes initiated for the teachers, (x) to assess the learning levels of children in multigrade and multilevel situation, and (xi) to screen the various activities, in practice in schools.

Scope and geographical coverage : The study covered the phase II 7 districts namely Bangalore rural, Bellary, Bidar, Bijapur, Dharwad, Gulbarga and Mysore.

Methodology : 50 schools per district were taken in the 7 DPEP II districts, representing both urban and rural areas. 4 blocks were selected at random, one being tribal. All the schools were the Govt. schools having Kanadda as the medium of instruction. The sample of the students and the teachers were selected randomly using a multistage sampling design. Survey method was used for the collection of data. BAS tests also were administered in 5 schools out of 50 schools in each district. The data was analysed using descriptive and inferential statistics in terms of pre-determined framework consisting of 98 tables.

Major findings and action points : It had favourable findings on all the parametres but the extent of change fell short of the master level achievement. (1) Bangalore rural, Bellary, Bidar, Dharwad and Mysore achieved positive results in standard I. (2) In all the districts educational materials were supplied in required numbers and teacher training was given adequately. (3) The areawise, genderwise and categorywise differences were minimised. SC category students have shown marked improvement in almost all the districts. In Maths SC and ST category recorded good performances in all the districts compared to BAS at class I level. In class III, categorywise performance reveals the achievements of SC and ST to be the same as of others. (4) Rural parents and siblings were more interested in educating their wards. (5) At class III level, there was mixed result in 4 districts (Billary, Bidar, Dharwad and Gulbarga). The performance in language had variations in MAS, performance in Maths at this level was better. (6) Bidar, Dharwad recorded good performance consistently at both class I and III levels, whereas Gulbarga and Bijapur registered poor performance in both the classes. (7) Language used at home being the same as medium of instruction has not affected the achievement of pupils at both the levels, so also the educational level of the parents. (viii) Impairment in visual, hearing, speech and limbs were observed to the extent of 0.1% to 0.3% in some districts. {KT/01}

JAYALAKSMI, T. K. 2002. **Terminal Assessment Survey of DPEP Phase I districts.** *Karnataka. DPEP. Rashtriya Vidyalaya Educational Consortium, Bangalore.*

Objectives : (i) To measure the average performance of students' achievement on the competency based achievement tests in language and Mathematics at the end of class I and at the end of penultimate class of primary schooling, (ii) to compare the average performance of class I student achievement on the BAS test administered during the initial survey with that of students' performance on the same/parallel test administered during MAS, (iii) to compare the average performance of class I students displayed during MAS with that of TAS, (iv) to assess the overall hike in the students' achievement from BAS to TAS both in class I and III, (v) to study the achievement differences with regard to area gender and social groups and compare them with those under BAS/MAS/TAS, (vi) to study the effect of variables like home, school, teacher, classroom practices, incentive schemes etc. on student's achievement.

Scope and geographical coverage : The study covered all 4 Phase I districts - Belgaum, Kolar, Mandya and Raichur.

Methodology : This survey was targeted to cover the whole DPEP districts, drawing a sample of blocks ensuring a coverage of all the areas, genders and categories of castes. It was a survey of achievement in language and Mathematics in class I and III levels in selected 50 schools of a district as well as a study of learners, dropouts, teachers, schools and the connected issues. The sample of the students and teachers in the schools of these districts were selected using a multistage random sampling design. The data was analysed using descriptive and inferential statistics in terms of pre-determined framework consisting of 98 tables.

Major findings : (1) In language the overall mean percent scores were 55.49 in BAS, 70.75 in MAS and 73.25 in TAS in standard I. (2) In Mathematics the overall mean percent scores were 49.08 in BAS, 70.0 in MAS and 71.70 in TAS in class I. (3) In language the overall mean percent scores were 35.67 in BAS, 46.65 in MAS and 51.25 in TAS in class III. (4) In Mathematics the overall mean percent scores were 39.75 in BAS, 45.52 in MAS and 44.56 in TAS in class III.

Implications and action points : (1) The TAS showed an over all steadiness of achievement compared to BAS/MAS except in Raichur district. (2) The performance of the students in class I in both language and Mathematics was in the range of 75-80 as in previous surveys but Mandya and Raichur showed a slight dip in percent achieved relative to MAS. This implies that the accepted level of achievement towards 80% was not observable, however the achievement was nearer the target. {KT/02}

STATE PROJECT OFFICE, DPEP. 2000. **Cohort study.** *Karnataka. DPEP.*

Objectives : (i) To estimate the proportion of children of a cohort who were able to complete primary education in 5 years period and to examine the grade to grade progression, (ii) to examine the differentials in completion rates by gender, caste and other related characteristics, (iii) to classify schools according to the efficiency level so that remedial measure and other interventions for improving school efficiency could be designed.

Scope and geographical coverage : The study was conducted in all the DPEP districts of Karnataka state covering 16 districts.

Methodology : Data collected from all the schools in the data collection format designed and finalised in the State level workshop involving State and district level resource persons under the guidance of Prof. Y.P.Aggarwal, NIEPA, New Delhi.

Major findings and action points : (1) The proportion of students who successfully completed primary education in four years was 67.5% (2) The average holding power of the school for all the DPEP district was 82.1. (3) The dropout rate was 17.9 (4) There was no significant gender variation in completion rate. (5) Overall completion rate of SC, ST and OBC students were less than the completion rate of students belonging to general population. {KT/03}

VASAVI, A. R. & KAMRAJ, KATHYAYINI. 2000. **A study on effect of economic, ecological and social backgrounds of areas and communities on primary school system.** *Karnataka. National Institute of Advanced Studies, Bangalore.*

Objectives : (i) To provide a sociological perspective to educational development, especially primary education through an understanding of the community-institution-agency-dynamics, which can help formulate relevant policy in the state, (ii) to make the teacher training programme more relevant to the economic, ecological and social background of the different areas and communities, (iii) to prepare a communication strategy/campaign to reach community which are not sufficiently accessing education for their children, and (iv) to introduce changes in the management and monitoring system to encourage greater local participation.

Scope and geographical coverage : The study was conducted in 5 districts of Karnataka state with a focus on understanding community-school inter-links. These five districts are Bangalore South (slum), Kolar (semi dry region), Mysore (Adivasi/Tribal) area, Belgaum (wet, high literacy area) and Bijapur (drought prone, high migration area).

Methodology : The researchers visited the schools and school monitoring authorities in order to get the first hand information through interviews. Questionnaire and interview schedule were prepared to get information from the community, the parents, VEC members and other local members who were concerned with the education of their wards. The ways in which community conditions, relations and orientations were either conducive to the functioning of schools or detrimental to the functioning of schools needed to be highlighted. The interactions of the members of the educational administration especially of those who interact directly with the school; of the teachers, inspectors and other members of the community and of their children were also studied.

Major findings : The factors affecting the functioning of the schools were as follows (1) Problems in establishing the schools (2) Community school schedules (3) Child labour and primary schools (4) The urban bias in the educational opportunities. (5) Religious minorities (6) Seasonal- migration. (7) Attitude of educational administrators and teachers, VECs and SBCs.

Implications and action points : (1) Teachers should be given DPEP training and micro-planning exercises. (2) Enhancing educational opportunities and accessibilities. (3) Child labour should be prohibited. (4) There should be encouragement for the girls' right to education. (5) Teachers' training should be re-oriented. (6) There should be improvement in supervision of schools and a review should be done for the improvement in the school system. (7) Elected representatives should be given educational responsibilities. (8) State School Information System should be developed. {KT/04}

KERALA

Anonymous. 2000. **Mid-term Assessment Survey - DPEP II Districts.** *Kerala. DPEP.*

Objectives : (i) To measure the average performance of student's achievement on the competency based achievement tests in Language and Mathematics at the end of class I and III at the end of penultimate class of primary schooling during BAS/MAS, (ii) to compare the average performance of students achievements on the BAS tests administered during the initial survey with that of students' performance on the same tests re-administered during MAS, and (iii) to study the achievement differences in regard to area, gender and social groups and compare them under BAS and MAS. To study the effect of variables like home, school, teacher, classroom practices, incentive schemes etc. on students' achievements.

Scope and geographical coverage : Students who had completed class I and II in Phase II districts (Idukki, Pallakad and Trivandrum)

Methodology : Stratified random sampling technique was used in the present study, taking district as a unit. Random table and random start were used for the selection of blocks, students, teachers and divisions. Each district is divided into rural and urban sectors and further sub divided into blocks and tribal blocks and urban areas.

Major findings and action points : (1) The average performance of students' achievement in Language of class I students assessed in all the three project districts indicated that the language achievement of urban students of total were higher than rural students for the total sample as well as for boys and girls. (2) The area wise and category wise achievement of class I students in Mathematics revealed that the 'others' (non-SC) rural were found to be higher in achievement than SC rural. (3) With regard to achievement in word knowledge, significant difference was observed between SC rural and 'others' rural. (4) The achievement of class III students in language and Mathematics during MAS was higher than in the initial BAS. (5) The study has emphatically proved that the mean percentage achievement of class I and class III students in language and Mathematics were found to be higher on MAS tests than on BAS tests. In other words, the mean percentage achievement on MAS was found to be superior to the mean percentage on BAS tests. {KE/01}

Anonymous. 2001. **Terminal Assessment Survey - DPEP I districts.** *Kerala. DPEP.*

Objectives : (i) To assess the level of achievement of class I students in language and Mathematics, (ii) to assess the level of achievement of class III/IV students in language and Mathematics, (iii) to measure the average performance of student's achievement on the competency based achievement tests in language and Mathematics at the end of class I and at the end of penultimate class of primary schooling during MAS/BAS/TAS, (iv) to compare the average performance of students' achievement on the BAS tests administered during the initial survey with that of students' performance on the same/parallel tests administered during MAS, (v) to compare the average performance of class I students displayed during the MAS with that of the TAS, (vi) to assess the overall hikes in students achievements from BAS to TAS both in class I and III/IV, and (vii) to study the achievement differences in regard to area, gender and social groups and compare them under BAS, MAS and TAS. 8. To study the effect of variables like home, school, teacher, classroom practices, incentive schemes etc. on students' achievements.

Scope and geographical coverage : Phase I districts (Kasargod, Malappuram and Wayanad) were covered in the survey.

Methodology : Multistage stratified random sampling technique was employed for the selection of schools and students. All government and Government aided Primary Schools including primary section (I to IV) attached to upper primary/secondary/higher secondary schools were covered. The sample consisted of 50 schools (40 rural and 10 urban in each district)

Major findings and action points : (1) In Kasargod and Wayanad districts no significant difference was found in class II between, rural - urban (boys), rural - urban (girls), Boy - Girls (rural), Boy - Girl (urban) students in their mean achievement in language. (2) Gender-wise comparison has shown that higher mean achievement was found among boys in Kasorgod and Wayanad districts and among girls in Malappuram district. (3) When achievement was compared 'other' students secured higher mean than SC students in all the three districts, while ST students secured higher mean only in Kasorgod district. (4) Genderwise comparison has shown a higher achievement value in reading comprehension among girl students in all the three districts. (5) In Kasaragod and Wayanad districts there was significant difference between mean achievement in Mathematics for class II in MAS and TAS, TAS mean being higher than MAS mean. (6) Among boys significant difference between mean achievements in Mathematics for class II in MAS and TAS was found in Wayanad district. (7) Among girls significant difference between mean achievements in Mathematics for class II in MAS and TAS was found in Kasaragod and Wayanad districts. (8) Significant improvement in mean achievement in class IV Mathematics in TAS over MAS was found in all the three districts. {KE/02}

BINDU. 2001. **Impact of DPEP Interventions on Tribal Education Progress in DPEP Kerala.** *Kerala. DPEP.*

Objectives : (i) To find out the educational involvement of major tribal groups in DPEP Kerala on implementation of DPEP scheme and to what extent they are benefited, (ii) to collect the opinion of teachers who were working in tribal areas about the participation of learners, parental cooperation and their impacts on improvement of tribal education, and

(iii) to give some creative suggestions for future improvement of activities which are suitable to the practices for the uplift of tribal education.

Scope and geographical coverage : Major Tribal groups in the Kasorgod, Palakkad and Wayanad DPEP districts.

Methodology : A sample of Teachers of standard I and II of the Kasorgod, Palakkad and Wayanad DPEP districts were taken for the study. Questionnaire and interview schedule have been prepared. Survey method was used for the data collection.

Major findings : (1) The home environment of Schedule tribe students was not found to be congenial for their development, majority of them had illiterate parents. (2) Only one tenth of the schedule tribe students had high level of participation in extra-curricular activities, two third had low level of participation. (3) Majority of the Schedule Tribe students were older for their respective classes. (4) Medium of instruction was a significant factor in tribal education especially in the case of the primitive tribes. (5) Tribal students and their parents' educational and occupational aspirations were very low. (6) The new curriculum was found interesting to tribal children as it involved free mingling with teachers and other students.

Implications and action points : (1) Adult education should be strengthened for the upliftment and participation of tribal students. (2) Programme for making the school curricula of the new primary education more relevant to the ability level and needs of the tribal children. This can be done with the help of educationists and social scientists. (3) The school in tribal dominated areas of each district should be declared priority institutions entitled for special allocations of funds for better school resource to compensate the impoverished home environment of tribal students. (4) Compensatory programme for the attitudinal, perceptional and language development of tribal children should be instituted in schools and in multigrade learning centres. (5) Efforts should be made to familiarize the child with the medium of instruction from the pre-primary level itself so that the student can develop interest in his future studies. (6) The teacher may try to offer environment without fear for the tribal students so that they may freely express their problem. {KE/03}

DIETs, Kasargode, Idukki. 2001. **A study on gender concerns in school activities and classroom practices in Primary schools.** *Kerala. DPEP.*

Objectives : (i) To provide information on the extent of participation of girls in school activities and in classroom processes, (ii) to assess the role of the teacher in providing opportunities for girls to develop their potential through participation in classroom activities, and (iii) to find out whether there was discrimination against girls and the role of the teachers in this process.

Scope and geographical coverage : Teachers and the learners of the schools of the DPEP districts.

Major findings : (1) Boys and girls were observed to be seated in separate rows and/separate sides of the class in nearly all the schools studied in all the districts.

(2) Teacher directions were mostly given to boys and very rarely to girls. But there were no differences in the frequency of questions, directed to boys and girls. Also there were no differences between boys and girls in the frequency of their responses in classes; girls were often more enthusiastic in responding. (3) Teacher's encouragement was more or less equal for boys and girls. Teacher's response to wrong answers indicated that scolding were equal for boys and girls, 'no response' and 'ridicule' were more for boys and correction for wrong response were also more for boys. (4) School leaders were always boys, class leaders were sometimes girls, unless rotation of leaders was followed. Tasks related to school functions were also mainly assigned to boys. Girls were given responsibilities at assembly and in celebration of days. (5) Participation of boys and girls in classroom practices can be stated to be equal but responsibility for display and storage were mainly assigned to boys. (6) Emergent leadership was higher in girls than boys in class projects. (7) Boys and girls participated in equal number in both literacy activities and language projects. (8) Boys and girls participated in equal numbers in mathematical activities. (9) Boys and girls played in separate groups and played different games but there were no efforts by the boys or girls to involve the others in their games. (10) Library duties were assigned more to boys than girls but both were interested in reading in equal numbers. (11) Cleaning activities were regarded solely as girls' work in most schools (cleaning of the premises and pouring water in toilets) (12) Instances of punishments for boys and girls were few. Beating and scolding were mainly for boys. Pinching as a punishment was mainly confined to girls. (13) Laziness and inattentiveness were attributed to boys mainly. Aggression was also cited more for boys as compared to girls. (14) It was noticed that the teachers were unaware of the relationship between the manifestations of the problems in the classrooms and the existence of problems. {KE/04}

DIETs, Kasargode, Idukki. 2001. **A Study on the time management practices of primary school Headmasters.** *Kerala. DPEP.*

Objectives : (i) To identify the perceived duties and responsibilities of primary school Headmasters, (ii) to enlist the duties and responsibilities actually performed by primary school Headmasters, (iii) to identify the criteria for fixing time priority by the Headmaster in terms of his/her duties and responsibilities, and (iv) to give suggestions on new interventions for effective time management practices of the duties and responsibilities of Headmasters.

Scope and geographical coverage : Headmasters of primary schools in DPEP districts.

Methodology : Headmasters of the primary schools in DPEP districts were taken as sample for the study. Interview schedule and questionnaire were prepared for the headmasters for the data collection.

Major findings and action points : (1) The existing time management practices clearly indicated the focus on the financial and administrative aspects. But the new curriculum expects from the headmaster to play the role of an instructional manager and not just an administrator. However it was not seen in the existing KER. Every curriculum changes should be followed by the corresponding changes in the educational administration also. Revision of the KER according to the revision of new curriculum is the need of the hour. (2) The system perceives the headmaster, merely as an administrative head at school. However the new curriculum perceives the headmaster differently. The implications of these differences of perception at sub district level get reflected in the functions of the educational offices and of the headmasters. So without considering the headmasters' changed role at school they insist on the role of an administrator from him/her. Since this was one of the major reflections of the findings of the study the structural readjustment in the whole system according to the changed functions is to be brought out. (3) The actual time spent by the headmaster at school, has to be increased in terms of quality and quantity. The system has to look for ways for increasing the time spent by the headmaster at school. The time spent for managing school administration and financial matters is comparatively much higher than prescribed in KER. This exuberance in spending time has to be checked through monitoring at sub district and school levels. (4) The main function, which fell victim to the existing management practices of headmasters, is the teaching functions. Moreover, a tendency of delegating this major function to unqualified, in-experienced persons is seen in many of the schools. This has to be checked at the earliest. The vast teaching experience of the Headmaster should not be lost to the student community. So all the administrative changes have to be brought about, ensuring the full teaching hours of the Headmaster at school itself. The demand of Headmasters for excluding them from this responsibility is unprofessional and not desirable in Kerala context. {KE/05}

KURIAN, PAILY. 2001. **People's participation in the implication of DPEP in Kerala - A Critical Assessment.** *Kerala. DPEP.*

Objectives : (i) Level of participation of people belonging to various groups of decision making process towards implementation of DPEP activities, (ii) participation on resource mobilization, monitoring and evaluation of programmes, and (iii) to propose suggestions for future progress and effective implementation of DPEP scheme.

Scope and geographical coverage : Learners, parents and community leaders were taken for the study.

Methodology : Selected sample from learners, parents and community leaders were taken for the study. Questionnaire and interview schedules were prepared for the data collection. Survey method was used.

Major findings : (1) Most of the parents were mothers indicating mothers were more concerned about their children's education. Three-fourth of the parents belonged to the age group of 20-35. (2) Parents who have undergone the orientation training were found to be rather well informed and interested in DPEP while majority have not attended the training. (3) Majority of the parents did not always attend the class PTA/MTA. (4) There were only few schools where the SSG (School Support Group) was active and where it was active, schools were doing excellently well. (5) In one of the schools where the SSG was not very active, a few senior students of high school section from the same school were supervising the self controlled activities of the students and managed the classes during the SRG weekly meetings. This was a special feature in LP attached to High Schools. (6) In most of the schools the SSG was not found actively involved in discharging their duties and responsibilities. It existed only on paper and they didn't meet every month. They had very little knowledge about their roles and responsibilities. (7) SRG was found functioning well in all the schools. Depending upon the interest, initiative and enthusiasm of the HM and the convenor, in some schools SRG was doing excellently well. (8) VEC was found functioning satisfactorily in many GPS (Government Primary Schools). (9) Most of the VEC and BMC members were rather well educated. (10) Allmost all the VECs met as and when required and took keen interest in the development and maintenance of physical and infrastructural facilities in the schools. There was fixed periodicity for these meetings. (11) BMC faculty comes to the aid of the GPS in ensuring efficient and effective functioning of DPEP through their monitoring and evaluation of the programme.

Implications and action points : (1) Make maximum use of existing Community Based Organisational Structures consisting only of women. (2) Anganwadi workers and leaders of other CBOS (Community Based Organisational Structures), NGOs and various groups can be involved in this awareness generation programmes. (3) The grass root level Panchayati Raj will have greater responsibility and role to play in ensuring and encouraging people's, especially, parents' participation in the implementation of DPEP. (4) Greater importance has to be given for preparing and producing Handbook for parents in collaboration and consultation with BRC and other higher officer. (5) Teachers themselves have to become models by sending their children to schools where DPEP system is being followed. {KE/06}

MANUAL, VEDAMANI. 2001. **Integrative approaches in classroom transaction of Poothiri Texts, Sub text, Inter text and contexts - Problems, Solutions and Practical Models.** *Kerala. DPEP.*

Objectives : (i) To summarize the modern theories relevant for integrated pedagogy, (ii) to survey the ways in which the problems have been met by practitioners and the reactions of teachers, parents and learners, (iii) to analyse the potentialities embedded in the problem situations, (iv) to analyse the successful models already worked out by the innovative practitioners, (v) to develop integrative pedagogy models for practices to develop the abilities such as reading, writing, numericals etc., (vi) to conduct 'Tryout' of experimental models in selected schools, and (vii) to develop a model of diffusion to the innovations and integral models developed.

Scope and geographical coverage : Students of standards I & II of the medium of instruction Malayalam, Kannada and Tamil.

Methodology : Teachers of standard I and II were taken for the sample of the study. The whole of the report was treated as case study of DPEP in its mature form about the close of year 2000-2001 bringing out many of it's achievements which remained invisible to the public.

Major findings, implications and action points : (1) The analysis of the integrated Poothiri Text for class I and II revealed that in Environmental Studies, the present text impel the child to investigate the environment. In the language component, also there were several merits such as inviting the child to recite, sing, act, improve his/her oral/aural skills, imagine, form hypothesis, compose poems (on triggers given in the text) etc. and Arithmetic components also. (2) The 'Subtexts' (teachers' handbooks) were giving an analysis of the theory of integrative child - Friendly pedagogy. (3) The handbook presented succinctly the modern ideas of learning experiences, their characteristics and the positive outcomes of activity oriented pedagogy. It gave excellent ideas about environmental approaches and suggested many ideas for teachers such as making improvisations and organising games. On the literary and scientific investigation it gave plenty of suggestions for developing creativity often telling precisely how to fabricate, construct and use and it enriches the literary matters also. (4) The handbook sensitizes the teacher to observe the school readiness level already possessed by different children and fortifies them (and compensate, for those that are short). Specific suggestions were given for arousing children's intrinsic interests in schooling (so that extrinsic motivators, especially negative ones like fear of punishment can be avoided). The preparatory activities to meet these needs should be such as to yield joy, arouse interest and use the group process. The activities suggested were such as to cater to the all round development of children. These included sense training, imitation, acting, listening and speaking, pre-reading, pre-writing and pre-mathematics activities. (5) The admission of children to school is to be celebrated as a festival. The school is to be decorated with drawings, flowers and leaf festoons. Activities should include organisation of cultural programmes, older children and teachers receiving them with stories, song and art programmes, distribution of sweets, meetings of teachers and parents etc. For one or two weeks formal teaching is to be avoided and informal conversation, environmental walks, stories, games, acting etc. were suggested. The educational benefits of these were listed. As the child advances more songs, riddles, poems are to be introduced. The larger and smaller groups not only help socialization, but also serve as introduction to numbers. The handbook gave guidance about how to conduct group work. (6) The concept of Curriculum Transaction. The 'subtext' and the training imparted have enabled a large number of teachers to rise above their passive role and actively transact and mature into real professionals. (7) Inter-text referred to the large amount of teacher-made aids, pupil developed learning materials and creative products, children's reading materials bought with special grant, supportive materials produced at the district and block levels and other learning resources. {KE/07}

Mathew, P. M. 2001. **Community participation in the development of Primary education - Recent Experiences and Emerging Issues - An analytical study.** *Kerala. DPEP.*

Objectives : (i) To identify the roles and limits of interventions in Primary Education by PRIs, (ii) to evaluate the present linkage of DPEP as a project with PRIs, (iii) to analyse the potentials and constraints of community involvement in Primary Education system of Kerala,

(iv) to suggest ways and means for strengthening the democratic process for improving the quality of Primary Education.

Scope and geographical coverage : Learners, Teachers, Parents and Community representatives of DPEP in Kerala.

Methodology: Selected samples from learners, teachers, parents and community representatives were taken. Questionnaire and Interview schedule were prepared and survey method was used for the study.

Major findings and action points : (1) The vicious circle of poverty which compelled the poor parents not to participate in a satisfactory way in the school activities. Their participation is dependent upon their environment as well as their understanding of the form of participation. These were, constrained by their poverty situation. (2) Teaching community in Kerala obviously needs proper monitoring of their activities. However the Kerala teachers have also demonstrated excellent examples of meritorious work. The community intervention, there fore needs to be a high quality social control, rather than just a watch by the 'big-brother'. (3) The role of Panchayati Raj institutions with regard to monitoring has been significantly apprehended by the teaching community. The role of the PRIs, in initiating quality improvement drives and cultural networking in the village, has remained far from satisfactory. (4) There was a significant vacuum with regard to an integrated institutional mechanism at the Panchayat level, which takes care of both the infrastructural as well as qualitative needs of the school. The different committees functioned as rather independent entities, with little or no give and take. On the other hand there were no clear policies on primary education in the state, which swing the panchayats into action. {KE/08}

PONBALA, GLADIS. 2001. **Learning environment provided for developing process skills through Environmental study in primary classes - An Analytical study.** *Kerala. DPEP.*

Objectives : (i) To find out the learning environment provided to the children in Std. III and IV for Environmental Science. 2, (ii) to analyse the processes involved in the skills such as Observation, Comparison, Classification, Analysis and Inference, and (iii) to find out how diverse experiences are given to these children to develop the process skills.

Scope and geographical coverage : The students of class IV, who were studying Environmental Science and the teachers who were engaged in teaching the subject in class IV.

Major Findings : (1) As a part of providing appropriate learning environment for the development of process skills in learners of EVS in primary classes, teachers have made use of a variety of instructional strategies in classroom instruction. These instructional strategies were projects (both individual and group), field trips, demonstrations, exhibitions, models, TV/Cinema and other usual classroom instructional strategies. (2) Among the various strategies adopted for EVS instruction, group project was the most frequently employed one.

Group project has been accepted by the teachers as a major strategy in more than 40% of instructional situations in EVS. (3) Individual project was the next important strategy employed by the teachers in 30% EVS instruction. (4) Field trips were organised by the teachers for effective learning of EVS in a number of instructional situations but not widely employed by the teachers as the responses of children showed that only 55% children have participated. (5) In 8% to 18% instructional situation teachers have made use of demonstrations as another technique of instruction in EVS aimed at the development of process skills.

Implications and action points : (1) On observation it was noted that in the execution of projects the major steps to be followed were not observed. In majority of the situations it was either individual or group work assigned to the pupils for the realisation of the competencies without proper guidance of teachers. Hence the projects have to be organised purposefully so that it will lead to effective learning and development of various skills. (2) Number of field trips, organised in EVS were less. In many situations field trips were organised for the name-sake and to satisfy curricular prescriptions alone. Proper guidance should be given to schools for the organisation of the field trips. Indicators of the possibility of organising field trips in curricular context will help to increase the number of field trips in EVS. (3) The situations requiring demonstrations may be highlighted in the text books, as many of the concepts in Science cannot be grasped by the children with their own efforts but on observation of demonstrations. {KE/09}

VIJAYALAKHMI. 2001. **A study on the functional efficiency of schools in DPEP districts.** *Kerala. DPEP.*

Objectives : (i) To study the physical environment of schools and management aspects of school functioning, (ii) to assess the performance of teachers and learners in the process of schooling, (iii) to assess the involvement of parents and the community in the functioning of schools, and (iv) to assess the level of functioning of various DPEP structures as a support system.

Scope and geographical coverage : Learners, Teachers and Head teachers, parents and community leaders and DPEP functionaries.

Methodology : Samples from learners, teachers and head teachers, parents and community leaders and DPEP functionaries were selected. Questionnaire and interview schedule were prepared for the data collection.

Major findings : (1) Teachers as well as parents were not satisfied with the physical environment of many of these schools. Among the variables analysed, drinking water facility, playground, library etc. were found to be satisfactory except in Kasargod and Wayanad district. (2) Parents and the teachers were not satisfied with the management aspects, the performance of teachers related to the overall functioning of the schools, involvement and performance of learners in the schooling process, level of parental awareness and involvement in the functioning of the school, the community school relationship and the functioning of various DPEP structures as a support system.

Implications and action points : (1) Identify the slow learners in each classroom and give them proper instruction. (2) Provide proper training, awareness programme for parents. (3) Provide individual attention to pupils rather than group. 3. Reform in educational system is needed. (4) Free distribution of notebooks and other materials to economically backward pupils. (5) Include more content in textbooks and also give emphasis to language learning. (6) Special attention to slow learners and avoid the system of one teacher for a class. (7) Proper BRC monitoring and the appointment of teachers should be complete by 1st June itself. (8) Action should be taken against teachers who do not attend training programmes or to other activities conducted by DPEP or Government. (9) Under the DPEP system child centered education should get first priority. (10) For monitoring the schools there should be a standard monitoring agency. (11) Give academic as well as administrative freedom to BRC. {KE/10}

MADHYA PRADESH

BANERJEE, P. 2000. **Evaluation of factors responsible for enrolment, retention, achievements of students and impact of teachers' training and school variable on them.** *Madhya Pradesh. Indian Institute of Development Management, Bhopal.*

Objectives : (i) To evaluate the present status of the project 'DPEP' and to assess its impact on enrolment, retention and achievement, (ii) to assess the achievement of the primary school students in Language, Mathematics and Environmental Studies, and (iii) to assess the contribution of pupils' background and school context variables on achievement, enrolment and retention.

Scope and geographical coverage : Dhar and Chhatarpur district of M.P.

Methodology : The sample comprised of 48 primary schools in Dhar and 24 primary schools in Chhatarpur. These schools were selected through multistage random sampling method. The tools used for the study were : 1. Questionnaire to capture student profile. 2. Interview schedule for the dropout and un-enrolled children. 3. Format to capture detailed information about the school. 4. Interview schedule for teachers and 5. Test papers to assess the achievement of children of class V in Hindi, Mathematics and Environmental Studies and of class II children in Hindi and Mathematics.

Major findings and action points : (1) The infrastructure facilities of Dhar and Chhatarpur districts were found out to be very poor. (2) Most of the schools were found to have inadequate teaching learning materials and infrastructure facilities. As regard the distribution of Rs. 3000/- per year as school contingency grant, most of the focus groups expressed their dissatisfaction in the disbursement procedure of this fund. (3) The incentive scheme like mid day meal, free books etc. have failed to generate overall interest of the students and to achieve the objectives of such scheme. (4) In Dhar, the overall mean achievement of students of class V was 40.4% in Hindi. In Mathematics it was 35.5%, whereas in EVS the achievement was recorded to be 38.7%. (5) The overall mean score of the students of class V of the district Chhatarpur was 28.8%, 26.2% and 24.0% in Hindi, Mathematics and EVS respectively. (6) The mean achievement of students of class II children in Mathematics was 24.10% in Dhar and 22.10% in Chhatarpur. (7) In Hindi the mean achievement in Dhar was 36.0% and 31.6% in Chhatarpur. (8) The students with mother tongue Hindi enjoy competitive edge over the non-Hindi speaking students in the sampled schools. (9) More than half of the students in both the districts do not get any help or assistance from members of their family to do their homework. (10) The achievement of students who get assistance from home was recorded to be higher than the students who do not get any assistance from home. (11) The school-wise mean achievement of students was found better in the schools where maximum teachers were graduates or post graduates than in the schools where maximum teachers were Higher Sec. pass. Surprisingly the highest mean achievement in Dhar was observed in the schools where teachers were not even Higher Sec. pass. {MP/01}

DIWAN, U. K & RUKMANGAD, SANDHYA. 2000. **Study of the Basic Competency test in non-DPEP districts of M.P.** *Madhya Pradesh, SCERT, Bhopal.*

Objectives : (i) To measure the levels of learners' achievement based on competencies for grade I and IV in Language, Mathematics and EVS, (ii) to examine gender wise differences in learners' achievement, (iii) to identify factors influencing learners' achievement, (iv) to study the effects of the basic facilities on the achievement level of children, (v) to identify the areas of teachers' training, (vi) to know the effect of guardians' educational, social and economical status on achievement level of their wards, and (vii) to support the primary teachers by giving ideas of diagnostic testing.

Scope and geographical coverage : 11 non-DPEP districts of M.P. were taken for the study.

Methodology : Information was obtained from the students of class II and V, to measure their basic competencies already learnt in class I and IV; from the teachers and from the guardians of class I and IV to get information about their educational activities. Sample selection was based on stratified random sampling method. All the blocks of 11 non-DPEP districts were given representation in sampling. 150 schools were selected in each district.

Major findings and action points : (1) The average performance of the children of class V was 58%. (2) The results indicated unsatisfactory performance by the pupils of Jabalpur, Narsinghpur and Ujjain. Performance of the remaining 8 districts was satisfactory. (3) The performance of boys was better than that of the girls. (4) The performance on both language and Mathematics was average but the performance on life skills was quite satisfactory. (5) The average performance of class II children in Maths. was quite satisfactory, but average performance in Language and EVS was not very encouraging. (6) Performance of girls of Bhopal, Durg, Jabalpur and Narsinghpur districts were better than that of the boys on Basic Competency Test. (7) No reflection of parents' education or occupation could be seen in achievement of their wards. {MP/02}

GUPTA, B. B. 1999. **A study on the effectiveness of the project 'Lab Area Schools'** *Madhya Pradesh. SCERT, Madhya Pradesh.*

Objectives : 'Lab area schools' was an innovative project taken up by SCERT, Bhopal. Under this project, eight primary schools of Bhopal were selected and adopted. Special inputs in the form of direct classroom teaching and guidance to the teachers by the faculty members of SCERT and DIET and additional teaching learning materials were provided to these schools. After completion of one year of the project a study was undertaken to assess the effectiveness of this project. The objective of the study was: (i) To assess the impact of the changed school environment on the pupils, and (ii) to assess the impact of Lab Area School on the achievement level of children.

Scope and geographical coverage : Eight schools of Bhopal city covered under 'Lab Area Schools'.

Methodology : **Pre test** : After launching the project the children of these schools were administered a test to know their level of achievement. **Post test** : After completion of the project which involved making the school environment more friendly and attractive, teacher training and participation of DIET and SCERT lecturers in the classroom processes, another test (post test) was administered to the children. In all, 2275 students of classes I and V in the schools were tested.

Major findings : (1) There was a significant improvement in the physical environment of the school. (2) There was an increase in the interest of children in the school and studies. (3) The attendance rate showed an increasing trend. (4) Some improvement in the achievement level of children occurred, but it was marginal. (5) The project interventions were found to be helpful in making the concepts clear to the children. {MP/03}

KOTHARI, BRIJ; SHARMA, RAJEEV & CHAND, VIJAY SHERRY. 2000. **A Review of the primary education package in Madhya Pradesh.** *Madhya Pradesh. IIM, Ahmedabad.*

Objectives : (i) Review of the following teaching learning packages: a). Seekhana- Sikhana package (SSP). b). The Eklavya package (EK) c). The Alternative School package (AS), (ii) to analyse the best features of these packages, (ii) to figure out the weaker aspects in these packages for future improvement, and (iv) identifying some policy directions for the future.

Scope and geographical coverage : Three districts of M.P. namely Betul, Raisen and Dhar.

Methodology : The study involves visits to sample schools pertaining to various educational packages and undertaking a) Observation of classroom process. b) Learner Evaluation c) Teacher's interview d) Evaluation of teacher's training programme. The methodology thus includes field visits to schools, workshops, surveys, administering tests, question and interviews, case studies, desk review and analysis.

Major findings : Dhar :There were no significant difference between the AS and SSP children's performance at the end of the 1st year, except in the written language's component, in which AS did better (AS>SSP) by class II, however AS>SSP in all test components. A similar trend continued in class III for both the level 1and level 2 tests. Raisen : The differences between AS and SSP (AS>SSP) were observable in classes I and II, but they clearly came to the fore by class III. Again the AS>SSP out come was found in both level 1 and level 2 tests. Betul : The differences between AS and SSP (AS>SSP) were observable in classes I and II but they clearly came to the fore by class III. Again the AS<SSP, outcome was found in both level I and level 2 tests. (1). The self-way comparison between the packages was possible here. AS>EK and AS>SSP could be observed in the classes for the level 1 test and in class III for the level 2 test. (2). The 3rd comparison levels in EK>SSP outcome in classes II and IV for the level 1 test. The same outcome was not apparent in classes I and III for the levels 1 and 2 tests. However, the level 2 test reconfirms that EK>SSP in class IV. 3. The self paced, non-graded and group based nature of classroom learning and the integration fun and learning, in AS schools offers a fundamentally different and powerful model for primary education.

Implications and action points: Children advancing upto class V through compulsory promotions which is not performance-linked, can result in the low levels of competency in class IV/V and ultimately, high rate of failure in the Board Examination (class-V). From this point of view, the formal schools under Eklavya and SSP could benefit substantially from the self-paced, non-graded and group-based approach. {MP/04}

NAIK, A. L. 2001. **Impact of migration on the education of BHIL children.** *Madhya Pradesh, Rajiv Gandhi Shiksha Mission, Bhopal.*

Objectives : (i) To find out the exact cause of migration among BHIL community, (ii) to find the duration of their migration, (iii) to assess the impact of parents' migration on children, and (iv) to chalk out suitable measures to deal with the problems of migratory children.

Scope and geographical coverage : The study was undertaken in Jhabua district of Madhya Pradesh.

Methodology : Six out of twelve blocks of Jhabua district were selected for the study. Students of all the schools, teachers and the community members were interviewed with the help of an interview schedule. Primary data were collected from the students, parents and teachers. Secondary data were collected by studying the Govt. records.

Major findings and action points : (1) The return from agriculture for BHILs was due to poor quality of land and irregular and inadequate rainfall therefore they migrated in search of work during the lean months i.e. May-June, October-November and January-February. They migrate to earn more money as rates of wages outside M.P. are higher than the rates of minimum wages fixed in Madhya Pradesh. (2) Many BHIL families migrate on a regular basis for earning more money for the betterment of their economic condition. (3) The money earned was utilised for returning loans raised during lean periods and meeting marriage expenses of their family members. (4) The duration of their stay out side home ranges between 5-6 months. (5) Most of the school going children who returned home after few months did not join the school again. Such cases were reported to be between 50% to 70%. (6) Children who joined after migration lagged behind in studies and most of them dropped out. Percentage of children who joined schools was lowest in Sondwa block (9%) and highest i.e. 50% in Ranapur, Meghnagar and Petlawad blocks. In other blocks the percentage of children joining the schools varied between 22% and 42%. {MP/05}

RUKMANGAD, SANDHYA. 1999. **Academic Monitoring of Primary Schools.** *Madhya Pradesh. SCERT, M. P.*

Objectives : To monitor : (i) The availability of basic amenities for transacting the teaching learning process like books, teaching learning aids and time for transaction, (ii) the enrolment pattern of children and their attendance in the class, (iii) the quality of teaching learning, (iv) the changes in teachers' behaviour and activities, (v) the changes in the level of achievement of students, and (vi) impact of academic coordination process of teachers.

Scope and geographical coverage : 32 districts of Madhya Pradesh were taken for the study.

Methodology : 32 districts (21 DPEP and 11 non-DPEP) were selected for the study. 97 primary schools of non-DPEP districts and 63 schools of DPEP districts were covered. Data were collected through school monitoring with the help of well formulated monitoring format was adopted for data collection.

Major findings : (1) Although some improvement was found in academic and physical environment of the schools, it was felt to be inadequate. (2) Teachers found the training programme useful, but most of the time they had difficulty in applying it to practice. (3) It was found that the training has least impact on the classroom teaching learning processes. (4) Teachers were not using teachers' guidebooks available to them. (5) There was a lack of coordination between DIET, schools and other related institutions. {MP/06}

MAHARASHTRA

KULKARNI, VIVEK & SADOLIKAR, PRAMOD. 2001. **Evaluation of NFE centres established under DPEP Phase-I districts of Maharashtra.** *Maharashtra. DPEP.*

Objectives: The objectives of this evaluation study covered the following areas to be reported, (i) Enrolment, attendance, and retention, (ii) curriculum of NFE and its appropriateness, (iii) learning competencies of the children in NFE centres, (iv) their locations and infrastructural facilities, (v) appointment of instructors and their teaching - skill, (vi) teaching-learning material (TLM) and its use, (vii) induction and Absorption of NGE graduates in std.-V, (viii) involvement of community, and (ix) mechanism of feedback and monitoring - linkages with PFE.

Scope and geographical coverage : Phase-I districts – Aurangabad, Latur, Nanded, Osmanabad, Parbhani.

Methodology : (i) Tools for data collection : Questionnaires were prepared for the Prerana centres and the instructors. (ii) Standardized learning achievement test prepared by SCERT were procured and tests for Std. II level was prepared. (iii) Check-lists were prepared for focussed group discussion. Group discussions and interviews with block, district level functionaries, VEC members, parents, local school, teachers, villagers, students.

Major findings : (1) Girls to boys ratio was better in Aurangabad followed by Nanded. Latur and Aurangabad showed a higher percentage of non-BC children while Nanded showed the highest enrolment of backward children. Latur had significantly more SC girls than boys attending the centres, while numbers of SC girls in Parbhani and Aurangabad was much less compared to boys. (2) Latur showed labour and household duties as major reasons of absenteeism. Aurangabad showed a significant number of students not interested in regular schools. Aurangabad showed better follow-up of absent students through home visits and contacting parents but not the villagers. Latur showed good follow-up through home visits as well as villagers. (3) Villager's co-operation for various needs was most required in Parbhani district and least required in Nanded. Latur, Osmanabad required help more in attendance and participation than in rooms and facilities. (4) Aurangabad showed significant number of under-age (<9) children while Osmanabad, Nanded and Parbhani have significant number of over-age (>14) children. (5) Maximum number of illiterate - students have joined Prerana centres in Nanded and Latur districts including higher number of girls. Osmanabad showed higher number of III and IV standard student's dropout. (6) Latur and Osmanabad have better overall facilities compared to the other districts. (7) Relatively more instructors in Osmanabad give extra time i.e. more than 2 hours for the centres followed by Prabhani and Aurangabad. (8) More instructors from Aurangabad and Nanded have taken training. However greater number of instructors from Latur feel that the training was sufficient. (9) Guidance received from seniors is better in Aurangabad followed by Osmanabad, Parbhani, Latur and Nanded. (10) Nanded and Parbhani have more male instructors while Osmanabad has more young instructors with age less than 35 years. (11) Non - BC instructors were more in Aurangabad while Nanded and Osmanabad had more BC instructors. (12) Osmanabad, Latur and Nanded have better educated Instructors upto graduate and post-graduate level. Instructors' education was less in Prabhani and Aurangabad districts. (13) Nanded and Osmanabad had more unemployed instructors, which was reflected in their monthly income also. Parbhani also has poor and unemployed instructors. (14) Mainstreaming into standard IV was maximum in Latur, followed by Osmanabad, Nanded while Parbhani, Aurangabad districts showed no induction. Enrolment was above 20 in Prabhani, Nanded and Aurangabad. Attendance was near 80% in Latur, Nanded, Aurangabad, Osmanabad while it was less than 70% in Prabhani. {MS/01}

MAHARASHTRA PRATHAMIK SHIKSHAN PARISHAD. 2001. **Cohort study in DPEP-I & II districts of Maharashtra.** *Maharashtra. DPEP.*

Objectives: To find out the dropout rate, completion rate and repetition rate of students (class I-V).

Scope and geographical coverage: Study was undertaken in nine DPEP districts covering 73 blocks. The study covered a total of 13,216 schools and 5,53,169 students.

Methodology: Data Capture Format (DCF) for the cohort study, was developed under the guidance of Prof. Yash Aggrwal, of NIEPA. DCF were explained at state level and district level workshops. District Resource person then conducted block level workshop where teachers from the school in the block were called for the workshop. After block level workshop, three days were given to the teachers for filling up cohort DCF. These filled up DCFs were collected at cluster level where 100% checking of the formats was done. The cluster level formats were collected at block level. At block level, 10% checking of the formats was done. From the block level, the formats were collected at district level where 5 percent checking was done. After checking of the formats at district level, the formats were given to MIS cell of the district for data entry. After data entry at district, the data was sent to MPSP for compilation and report generation.

Major findings: Cohort study was undertaken to find out transfer cases, completion rate, dropout rate of students. Study was undertaken in schools, offering instruction up to Grade IV and Grade - V. From the study it was observed that, (1) Transfer cases: 12.7% students obtained transfer certificate from the schools offering instructions up to Grade-IV and 16% students obtained transfer certificate from the school offering instructions up to Grade - V.

(2) **Completion Rate:** 62% students completed the four - year cycle and 54.8% students completed the five - year cycle. Completion rate by caste group shows that completion rate of ST students was least i.e. 50.6% and completion rate of OBS student was highest i.e. 74.2% in the four - year cycle. Completion rate of ST students was least i.e. 46.9% and completion rate of general students was highest i.e. 59% in the five - year cycle. (3) **Dropout rate:** Dropout rate for four year cycle was 23.4% and for five year cycle was 33.8% in the state. {MS/02}

PILLAI, VIDYA & MASDEKAR, UJAWALA. 1999. **Study of enrolment, attendance and retention of primary school children in DPEP-I districts (Aurangabad, Parbhani, Latur, Nanded, Osmanabad).** *Maharashtra. DPEP.*

Objectives : (i) To study the enrolment pattern in the schools after the intervention, (ii) to study the attendance pattern of children from I to IV std. after the intervention, (iii) to study the extent of retention and dropout of children from I to IV std. during the DPEP phase, (iv) to study the implementation of alternative methods of teaching in schools, (v) to study the extent of implementation of community based strategies like Mahila Prabodhan Programme, village education committee and environment building efforts, and (vi) to study, the extent of infrastructural improvement at school level.

Scope and geographical coverage : Five districts (Aurangabad, Latur, Nanded, Osmanabad, Parbhani); 28 talukas and 148 villages from these 5 districts.

Methodology : Tools of data-collection are – (i) Observation : classroom, school facilities, school premises, teaching material. (ii) Interviews: Government - Officials (353), teachers (290), VECs. (iii) Focus group discussion: Children – 144, Parents – 138.

Major findings : (1) Compared to the general population in Maharashtra and enrolment of children in std. I, the enrolment in DPEP schools was higher. The enrolment in DPEP newly upgraded schools was higher than the enrolment in other schools. (2) The highest number of dropouts was between class-I and II. (3) The increase in girls' enrolment and in minority - schools, was greater than the increase in other categories. (4) Toilets were not available in nearly 75% schools. Drinking water and water for other uses, was also scarce in supply. In spite of water shortage, general cleanliness was maintained in schools, especially in the semi-urban and rural areas. (5) The teaching learning material was very innovative and useful. It was being used in the DPEP new schools. However, it has not reached every school, especially, the minority schools. (6) Environment building activities were limited to enrolment drive at the beginning of school year through door to door surveys in the villages in order to identify children between the age 6 to 11. (7) The village education committees (VECs) were supportive of the programme. However, they were not clear about their role in the DPEP, especially the women members. (8) Mahila Prabodhan Programme (MPP), has not taken off in the villages, although a lot of planning was done at the district and block levels. Special efforts at women's empowerment as parents with a view to motivate them to enroll the girls in schools were not evident, although girls' enrolment has increased over the years. (9) As NFE cycles are over, the impact of non-formal education was not visible. (10) Records and documentation were not uniformly available in all schools. (11) Young teachers have accepted the spirit of the DPEP enthusiastically. The SMART/PT training and TLM workshops have benefited them. (12) Parents and children have close interaction with teachers on a day-to-day basis. However, parents' partnership in their efforts as citizens was not evident. (13) The DPEP has made a difference to the enrolment, attendance and retention of primary school children in the 5 DPEP-I districts. {MS/03}

ORISSA

BAGHAR, RABI NARAYAN. 2001. **Study on Evaluation of Anganwari Centres of Dunguripali block of Sonepur district.** *Orissa. DPEP. DIET, Bolangir.*

Objectives : (i) Make an assessment of the infrastructural facilities in the Anganwadi Centres (AWCs), (ii) collect information about the role and functions of AWCs in relation to pre-school activities, (iii) analyse the progress of children as per the record of AWCs, (iv) analyse the achievement of those (children with AW background) children with peer group, directly enrolled in primary school through the school records, (v) obtain rating from the primary school teacher schools about the non-scholastic aspects of children coming with AW background to primary schools, and (vi) to make an analysis, of the perception of parents and community members, about the pre-school activities, being carried out at the centres.

Scope and geographical coverage : The study was confined to the Dunguripali block of Sonepur district. 15 Anganwadi centres were selected for the study including Anganwadi workers.

Methodology : Discriptive Survey method was adopted for the study. Out of 103 AW centres of Dunguripali block, 15 centres were randomly selected for the purpose of the study. The Questionnaires on infrastructural facilities of Anganwadi centre, on the role and functions of AWCs in relation to pre-school activities and for AWCs to study the perception of parents and community members were developed by TE and SCERT, Bhubneswar. Information sheet to collect progress of enrolment in AWCs and primary schools. Rating scale for assessment of the students in non-scholastic aspects. Percentage, mean and graphical representation of were used for the analysis of data.

Major findings : (1) Lack of adequate infrastructural facilities such as building, urinal, latrines, playground, boundary wall and furniture were problems which stand in the way of functioning of the Anganwadi centres. (2) There were no teaching-aids, supplementary booklets, picture books etc., to manage the pre-school education in the centre. (3) AWCs were teaching all the children in a group and according to the will and interest of the children at a lower level than those coming from AW background. (4) AW background children were playful in nature and more socially adjusted. Problem behaviour, motivation, anxiety and initiative were at an average level. (5) Most of the parents and community members were participating in different programmes of the centre such as pre-school education, pulse polio, care of pregnant and new born baby etc.

Implications and action points : (1) Minimum infrastructural facilities may be provided for the functioning of the AWCs. (2) Training programmes, workshops and seminars may be organised for the AWCs for the effective pre-school education. (3) Activity based teaching learning approach may be considered as a suitable approach in the AWCs. (4) Proper coordination between center, community and primary school is necessary for the functioning of AWCs. {OR/01}

BARIK, AKSHAYA KUMAR. 2001. **Evaluation of teachers' training imparted on classroom transaction - An impact study of DPEP intervention in Bijepur block of Bargarh district.** *Orissa. DPEP. DIET, Sambalpur.*

Objectives : (i) To examine the teacher's use of the activity method of teaching learning process in primary classroom set up and pupils participation in learning process, (ii) to assess the levels of learning achievement of the students and their interest as a result of introducing activity based method of teaching learning, and (iii) to examine the level of acceptance of activity based teaching learning method by the teachers, pupils and VEC members.

Scope and geographical coverage : The study was limited to the Bijepur block of Bargarh district.

Methodology : 30 teachers, 20 headmasters and 290 students of class III from 20 randomly selected primary schools of Bijepur block of Bargarh district comprised the sample for investigation. The following tools were used for conducting the study : a) The questionnaire for the teachers relating to adoption of activity based teaching by them. b) Interview schedule for the headmasters relating to activity based teaching. c) Teaching observation schedule. d) Achievement test for class III students. The performance of the teachers during classroom transaction was observed by the investigator and recorded on teaching observation schedule. The data were analysed through computation of percentage and arithmetic mean.

Major findings : (1) 60% teachers did not prepare lesson notes before teaching. (2) Out of the lesson notes prepared, 50% of these were not properly prepared as per the requirement. (3) Most of the teachers have made sitting arrangements in small rounds, circles and semicircles. (4) The observation revealed that in 63% classes sufficient space was not available for conducting the learning activities. (5) The students in 70% of the classes were forced by the teachers to maintain silence without making disturbance. (6) In 90% multigrade classes, teaching was - managed by the teachers only. Activity banks were not developed in most primary schools. (7) Adequate number of TLMs were not used in the classroom transaction and when used in 67% cases, were not used properly. (8) In the view of head masters and teachers, teachers use activity based approach in their classes either totally or partially, but as per the observation made by the investigator, only 17% teachers used the activity based method. (9) 87% teachers and 75% headmasters thought that teachers were able to prepare and use learning activities. (10) 67% teachers did not evaluate at the end of their classes. All the headmasters viewed that the teachers were interested in activity based teaching and 73%

of them were of the view that the VEC members had attraction towards this method. (11) The mean achievement score of the students did not exceed 50% marks in language and Mathematics. In EVS it was just above that point. (12) The achievement level of girls was- less, than boys- in all the subjects. (13) 41% students in EVS, 23% in Language and 33% in Mathematics achieved the mastery level (60% or more marks). (14) 41% students in EVS, 23% in MIL and 33% in Mathematics achieved the mastery level (60% or more marks).

Action points : (1) Taking action notes is an important element in teaching learning process, but the teacher did not give importance to that. (2) Majority of teachers failed to properly adopt the activity based teaching in their classes. (3) By and large, the TLMs are not properly used. (4) The learning achievement of the students was not very encouraging. The teacher did not evaluate properly which was an integral part of teaching learning process. {OR/02}

BEGUM, KRUSHIDA. 2001. **A study on the problems and difficulties of first generation learners both inside the classroom and outside the school in Dhenkanal municipality and Dhenkanal block.** *Orissa. Dhenkanal Sadar block, DPEP, Dhenkanal.*

Objectives : (i) To study the status of the family background of first generation learners, (ii) to study the problems and difficulties faced by the first generation learners both within the classroom and outside the classroom.

Scope and geographical coverage : The study was limited to Dhenkanal Sadar block and Dhenkanal Municipality to ascertain the problems and difficulties faced by the first generation learners within the school and outside the school.

Methodology : A sample of 292 guardians and 292 learners was drawn from 15 schools and 1 alternative school of the area. Interview schedules - for the parents and for class I to class III learners, questionnaire for class IV and class V learners. The data collected for the study were quantified and interpreted with the help of simple statistics upto level of percentage only.

Major findings : (1) 87% respondent families lived below poverty line, which was much higher than the district and state average. It was 87% in Dhenkanal block and 86% in Dhenkanal municipality. (2) 85% parents were illiterate. It was 87% in Dhenkanal block and 79% in Dhenkanal municipality. (3) Nearly 50% parents were daily wage earners, while cultivators (33%) were marginal and small farmers fetching seasonal products. (4) 70% respondents were living in nuclear families where the children had to stay at home to - look after the house -hold work. (5) 57% respondent parents engaged their children in different types of work except labour work. (6) Out of 292 respondent parents 166 parents engaged their children in different type of house-hold work which debarred them from attending their studies. (7) Nearly half of the respondent parents expressed their view that they were not in a position to supply all required reading and writing material while govt. schemes including DPEP were not able to supply all the required materials to all the needy children. (8) 64% respondent parents expressed their inability to provide required dress materials to their children. (9) 44% parents expressed their lack of knowledge, and 36% parents expressed that due to lack of time they were not able to make any follow-up of their children. (10) Many parents felt that it is the responsibility of teachers to guide children for their future. People also hope that govt. should give scholarships for higher education of their children. This revealed lack of parental support for the education of their children.

Action points : (1) The present findings have indicated that children have willingness to read, but the primary difficulties have been creating hindrances in their way. (2) In the school, lack of good environment, safe drinking water and toilet facility, sitting arrangements in the classroom, were the problems felt by the learners. Non-availability of teaching aids also does not help them to understand the lessons properly. (3) In the house the learners felt serious problem in doing homework. Shortage of reading - room, lack of light arrangements, lack of guidance, and noise - by the family members have created hindrance to the learners. There is virtually no study atmosphere in the home. Hence the learners have to depend solely on classroom teaching. {OR/03}

BEHERA, JYOTIRMOYEE. 2001. **Evaluation of Teacher's Training imparted- and classroom transactions - An Impact study of DPEP intervention in Patnagarh block of Balangir.** *Orissa. DPEP. DIET, Balangir.*

Objectives : (i) To assess the extent to which the teacher used the activity method of teaching learning process in primary classroom setup, (ii) to assess, the pupils participation in teaching learning process in actual classroom setting, (iii) to assess, the level of acceptance of activity based teaching learning approach by the teacher.

Scope and geographical coverage : The research work was time bound project of 5 months i.e. November to March. The study was limited to the Government Primary Schools of Patnagarh block of Balangir district.

Methodology : Out of 172 schools, 20 schools were randomly selected. From these 20 schools, 20 head masters, 50 teachers and 50 classrooms were observed. Random sampling procedure was followed. The schools of Patnagarh were divided into two groups based on their background (rural and urban). Interview schedule - for the headmaster, questionnaire - for the teachers and observation schedule - for classroom observation, were prepared. Data were analysed quantitatively and presented in percentage tables.

Major findings : (1) Only in 20% classes activity based learning was going on. (2) Only 10% teachers were preparing lesson note in complete form. (3) In incomplete lesson-note, drawbacks were noticed with regard to objective process of transaction and material used. (4) Teachers were conducting activity by themselves as well as with the help of their head masters and colleagues. (5) Out of 20% activity based classes, 18% were transacting with materials. (6) Classrooms were spacious as well as ventilated, painted with pictures, posters and stories etc. There was also learning corner in the class. (7) In most of the classes sitting arrangement of children was circular. (8) In rural areas most of the classes were of multigrade situation but teachers had not done any planning. They were not taking any help from VEC members or guardian or monitor to cope with the multigrade situation. (9) According to the head master achievement level of the students had increased after intervention. (10) It had been observed that students were involved in activity based classes and freedom had been given to them also. Guardians and VEC members have positive attitude towards the new approach.

Action points : From the study it can be said that the activity based classes were not marked distinctly in the block. Teachers were confident and energetic but they need support to transact. A clear change had been marked in sitting arrangement but BRCC had little time to visit schools so also was the case of CRCC. CRCCs were attached to schools to be utilized only for academic support. [Project duration : 5 months] {OR/04}

Biswal, Premanada. 2001. **To study, - on the influence of the school atmosphere in the enrolment of ST children in Dunguripali block of Sonepur district.** *Orissa. DPEP. DIET, Bolangir.*

Objectives : (i) To study the enrolment position of the ST children in the schools, (ii) to ascertain, the teacher's initiative, for motivating parents and children of ST category towards enrolment, (iii) to ascertain, the teacher's perception for the reasons of non-enrolment of tribal children in the schools, (iv) to ascertain the reasons of dropout of ST children, (v) to ascertain, the reasons of non-enrolment of ST children as per the opinion of teachers, parents and non-enrolled children.

Scope and geographical coverage : The study was designed to examine the influence of the school atmosphere in the enrolment of ST children in primary schools of Dungripali block.

Methodology : 5 out of 17 Panchayats of Dungripali block were selected on random basis. Two primary schools in each of the selected Panchayats were chosen for undertaking the study. The ST students enrolled in the sample schools constituted the student sample for the study. The following tools developed, for the study, were as follows. : a) school information schedule b) student interview schedules for school going , non-school going dropouts and for the parents of ST children. All the information - collected, were analysed with appropriate and simple statistical methods like percentage and measures of central tendency.

Major findings : The major factors of causes of non-enrolment of ST children were : a) poverty of parents b) engagement of ST children in domestic work c) lack of parent's interest in girls' education d) lack of infrastructure facilities in the schools.

Action points : Infrastructure of a school plays a great role in the enrolment and orientation of children so there should be proper provision of infrastructure in the school, such as drinking water facilities, provision of school garden, playground and lavatory facility for the girls' students. As it was a tribal area some more local tribal teachers should have been appointed for proper guidance of the ST children. Since the study was confined to a limited area of Dunguripali block, further action research may be conducted in other areas of this block in order to get more information on the causes of non-enrolment of ST children. {OR/05}

DASH, GOPABANDHU. 2002. **Functioning of Centre School Meetings in Baliguda block.** *Kerala. Institute of Educational Training, Tikabali, Kandhamal.*

Objectives : To study the effectiveness of center school meetings for (i) Improvement of professional competencies of teachers, (ii) improvement of school environment, (iii) strengthening of school community relationship, (iv) Effective functioning of School Education Committee, and (v) universalisation of elementary education.

Scope and geographical coverage : It was limited to primary schools of School and Mass Education Deptt. and also primary schools of ST & SC Development Deptt. of Balliguda block.

Methodology : Sample of 38 primary school teachers, 4 SI of schools, 1 DI of schools, 1 Inspector of schools, 1 BDO and 30 community members were taken. The tools used for the study were : a) Questionnaire for teachers, SI of schools, DI of schools, Inspector of schools and for BDO. b) Interview schedule for community members. c) Observation schedule and d) Center School Meetings record.

Major findings and action points : (1) In most cases center school meetings are mobile. Most of the center schools where center school meetings were conducted did not have suitable meeting hall. Infrastructural facilities were poor, students teachers strength was low and environment also was not conducive also in SC and ST Development Department. schools. (2) The center school meetings of SSD Department were held quarterly on 12th day of the corresponding month from 11 a.m. to 2 p.m. (3) Some teachers of SSD Department have never attended the center school meetings and no action had been taken against them. (4) Only SIs of schools were attending meetings and no other community members, High School teachers, retired educationists and resource persons of DIETs were invited to participate in the meetings. (5) No SIs of schools had taken any demonstration classes during center school meetings held in SSD Deptt. circle since June 2001. (6) Sports meet, Shikshyamela and cultural ceremony were not being organised at the center schools. (7) Proceedings of the meetings have not been properly maintained and the copies have not been submitted to higher authorities for giving suggestions and.for taking necessary follow up action. {OR/06}

DEI, GEETA. 2000. **Evaluation of teacher's training imparted and classroom transactions - An impact study of DPEP intervention in Sadar block of Dhenkanal district.**_*Orissa. DPEP, DIET, Dhenkanal.*

Objectives : (i) To assess the teachers use of activity method of teaching learning process in the primary school classroom and pupils participation in the learning process, (ii) to assess benefits available to pupils in terms of their achievement as a result of introducing activity based method of teaching, and (iii) to examine the level of acceptance of activity based teaching learning approach by the teachers and pupils.

Scope and geographical coverage : The research was a time bound project of 8 months. The study was limited to the Government Primary Schools of Dhenkanal Sadar block.

Methodology : A sample of 20 head masters, 40 teachers and 20 Primary schools was taken. Tools as interview schedule for head masters, questionnaire for teachers and observation schedule for classroom on activity based approach was prepared. Researcher personally went to sampled primary schools on different days to collect data. Beside this she collected the annual marks of the class III students in all the subject of the year 1995-96 and 1999-2000 to know the achievement level of the students. The data were analysed in terms of frequencies and percentage. The t-test was used to test the significance of the difference between the annual marks of the students of the years 1995-96 and 1999-2000.

Major findings : (1) In majority of the classes there was transaction through activity based learning method. (2) More than 50% teachers prepared lesson notes in complete form. (3) Most of the teachers were able to develop activities by themselves, but they were also taking the assistance of their head masters and colleagues only for the development of the learning activity. (4) The teachers were using teaching learning materials while conducting activities in the classroom. They were preparing teaching learning materials with the help of their colleagues and students. The students had freedom in using the learning materials. (5) 70% teachers were using teaching learning materials while conducting learning activities in the classroom. (6) 70% classes were spacious. Most of the teachers ensured active participation of learners in the learning process. (7) In all the schools, the students - were found sitting in - groups while activity based teaching learning process was going on. (8) On the management of the multigrade classes, it was observed that majority of the teachers had not done any planning beforehand. Less then half the teachers managed the classes by themselves without taking anyone's assistance. (9) The difference between the mean achievement scores of class III students in 1995-96 and 1999-2000 was not found to be significant showing that DPEP intervention had no impact on achievement of the learners.

Implications and action points : Majority of teachers have accepted this new method with interest and are practicing it in the classrooms. According to the teachers and the head masters, the parents/guardians, VEC members have realized the utility of this new method and appreciated it. Through observation it was found that the students were interested in this new method. From the assessment of the study, activity based method had an impact on the classroom transaction, classroom environment, attitude of the teachers but there was little impact on the achievement of the students. [Project duration : 8 months] {OR/07}

DEO, FANINANAN & JOSHI, LOHIT AKSHAY. 2001. **A study on the difficulties faced by the children of Bhunjia tribe during the learning process.** *Orissa. DPEP. Lok Drusti, Khariar, Nuapada.*

Objectives : (i) To bring out, the difficulties of the Bhunjia children and their - learning process, (ii) to study, the environment and the infrastructural facilities, - available to the children, and (iii) to formulate, appropriate strategies to deal with the problem.

Scope and geographical coverage : The study was confined to three blocks of the Nuapada district i.e. Kornna, Boden and Sinapali having largest concentration of Bhunjia population.

Methodology : Two schools from Kornna block and three from Sinapali were selected. A total of 73 students and 62 parents were interviewed. The available dropouts/never enrolled, of the concerned village were interviewed in the presence of the parents. Teachers of all schools available on that day were also interviewed. Elected representatives, sub-collector and other educational officials were also interviewed. Four semi-structured - interview schedules, were used for collecting the requisite information for the students, teachers, parents and block district officials etc. Two structured questionnaires were prepared for getting requisite information from the village. The collected data were tabulated separately and various percentages were calculated.

Major findings : (1) Existence of single teacher school and teacher absenteeism are the two important factors leading to inefficiency of the schools. (2) Infrastructural facilities were poor thus unattractive for the children to come to the school. (3) Cultural practices like early marriage or pre-puberty marriage of girls were a great barrier in sending their girl child to school. (4) Due to socio-economic factors majority of parents need the help of their children in income generating activities and domestic work. There was not a single high school in their ecological zone. (5) The teacher did not know the language and the culture of the local people. (6) Migration of the parents was also a barrier for the education of the children. {OR/08}

HARPAL, JUGAL KISHORE. 2001. **A study on the causes of low achievement of class IV students in Mathematics of Bolangir district.** *Orissa. DPEP. DIET, Bolangir.*

Objectives : (i) To identify the causes of low achievement in mathematics at level IV in Bolangir district, and (ii) to suggest, the remedial measures to improve the achievement of students in mathematics.

Scope and geographical coverage : The study was designed to identify the causes of low achievement in mathematics of class IV students of Bolangir district. The study was limited to the Deogaon and Lohisingha blocks of Bolangir district.

Methodology : Two out of 14 Blocks of Bolangir district were selected on random basis. 10 Primary schools i.e. 5 each from 2 blocks were selected. The teacher teaching mathematics in class IV of those schools in which achievement in Mathematics was poor, were included in the study. The questionnaires for the low achievers in mathematics was meant to indicate the reasons for low - achievement. The questionnaire was based on the student and teacher related factors affecting the achievement of students. The students of class IV who had secured less than 30% marks in mathematics in class IV were identified from school records. The questionnaires for the students were administered to the low achievers. Data were also collected by administering the questionnaire to the teachers who were teaching mathematics. The data were tabulated and analysed systematically with appropriate and simple statistical methods, which were interpreted in terms of percentage and rank order.

Major findings : It was found that the low achievement of students in mathematics was due to the following causes. (1) Lack of understanding in areas of mathematics like factors and multiples, LCM and GCF and fraction etc. (2) Most of the students were engaged in the household work and had no scope for practice at home. (3) Teaching of mathematics through books only and simply solving the problems on the black boards. (4) The irregular correction of writing work and irregular giving of homework for practice. (5) Lack of attention of students in mathematics class. (6) No extra efforts provided for the low achievement in mathematics. (7) Giving no importance on the attainment of competency in mathematics.

Action points : (1) Regular homework should be given to provide practice and to supplement classroom teaching. (2) Regular checking and correction of homework is absolutely essential in mathematics. (3) Suitable methods and teaching aids should be used for conceptual clarification and development of basic skills. {OR/09}

MISHRA, GOURI SHANKER. 2001. **Study on the socio-economic lives of tribals in Sinapali block of Nuapada district.** *Orissa. DPEP. DIET, Bhabanipatna.*

Objectives : (i) To study the social life of tribal communities of Sinapali block, and (ii) to study, the education of tribal people of Sinapali block.

Scope and geographical coverage : The study was intended to probe into the social and economic status of tribal population of Sinapali block and its impact on the educational status of the tribal.

Methodology : The study was designed for the study of 100 socio-economic lives of tribal of Sinapali block. The investigator developed the Socio-economic Status Information Schedule (SESIS) to administer and collect information from the sample groups.

Major findings : (1) The heads of the family of tribes were not educated as it was one of the tribal dominated blocks of Nuapada district. (2) Percentage of illiteracy among tribes in Sinapali block was high. (3) Almost all tribes belonged to agriculture and of labour groups. (4) There were no business holders among the tribes. (5) Only 4% farmers were land -less. (6) 61% of total population were small farmers having below 5 acre of landed property. (7) Economically almost all the tribes were backward. (8) Per capita income was very low. (9) The children of the tribals were not educated due to lack of income.

Action points : Keeping in view to all these factors sufficient awareness programmes through the non government/government organisations should be initiated for strengthening their socio-economic and cultural status. {OR/10}

MISHRA, JAGBANDHU. 2001. **Case-studies of effective Village Education Committees in Keonjhar district.** *Orissa. DPEP. DIET, Keonjhar.*

Objectives : (i) To locate the effective village education committee of the district, (ii) to study the structure and functioning of these VECs and their involvement in school management, (iii) to identify the strength and the weaknesses of VECs, if any, and (iv) to study the actions taken by those VECs in generating awareness among the community members, for participating in the school improvement activities and the strategies followed by them for the purpose.

Scope and geographical coverage : The present study was limited to 15 effective VECs of the Keonjhar district.

Methodology : 15 VECs, 15 primary schools, 15 BRCC/SI, 30 teachers and 60 VEC members were taken as sample. The tools were - check-list/rating scale, questionnaires for teachers/VEC members and observation schedule. The data have been collected from primary sources after identifying the effective VECs through checklist/rating scale. Various tools were used to collect data about the functioning of VECs. The data have been analysed in terms of frequencies and percentage. Simple calculation of percentage chi-square has been used as statistical technique for the study.

Major findings : (1) Most of the effective VECs were working excellently for all round development of primary schools. (2) All the effective VECs were doing management work of primary schools satisfactorily. (3) Effective VECs were organising different awareness programmes satisfactory for attitudinal change of villagers. (4) Facilitation role of all effective VECs was very impressive. (5) Effective VECs were performing their duties satisfactorily for school improvement. (6) Effective VECs were undertaking different steps to improve the financial status of the primary schools. (7) VECs and Panchayat Raj Institution were working closely for all round development of primary schools. (8) VECs were taking different steps and helping primary schools for the improvement of multigrade teaching, girls' education, education of disabled and SC/ST children. (9) Proper care and management of primary schools, taking steps to increase enrolment and to reduce dropout rates, organising different cultural activities in school, working for development of school environment and helping the teacher to prepare TLM. These were some of the activities of VECs, which were significantly affecting the primary schools. However all the members of VECs were not coming to meetings regularly and most of members were anxious to get financial help. {OR/11}

MISHRA, JUGAL KISHORE & PANIGRAHI, NARSINGHA. 2001. **Study, on - identification of factors contributing towards dropout of SC boys and girls in Jeypore block.** *Orissa. DPEP. DIET, Jeypore, Koraput.*

Objectives : (i) To identify, the social and cultural barriers in education of SC dropout children, (ii) to know, the attitude of parents towards education of girl child, and (iii) to understand, the problem of SC child in comparison to other children.

Scope and geographical coverage : The study was limited to seven primary schools of 3 panchayats of Jeypore block of Koraput district only.

Methodology : 24 dropout children, 1 community leader, 16 parents, VEC members and

7centre school headmasters were selected. School schedule, dropout schedule and interview schedule for parents, VEC members and for the community leader, were prepared. Simple statistical techniques like Rank order, Average, percentage were adopted for data analysis.

Major findings : (1) Poor economic condition is perceived to be the major obstacle for education of the SC community. (2) Lack of consciousness of the parents towards the education of their children. (3) Illiterate parents, inactive VEC, low consciousness in the educated youth of the SC community and less motivated teacher component played an important role in dropout of SC child. (4) School environment was not friendly to the child. (5) Formal and alternate schooling facilities were not available within reasonable distance. (6) Most of the NFE centres were irregular in nature. (7) Social distance exists in the villages. (8) Schooling facilities were not adequate. (9) The home language and the school languages were different. (10) Migration of parents was also one obstacle for the education of their children. (11) Most of the girls dropout in the initial schooling age i.e. 5-6 years but in case of boys it was between 8-9 years. (12) Child labour factor was more important factor for girls than boys as girl dropouts engaged in domestic work. (13) Most of the dropouts help parents at home or in the field rather than work as wage labourer. (14) More drop-outs, were from large families. (15) Illness of child and other family members was also a common problem. (16) Late admission followed by maturity and early marriage contribute to dropping out of girl child from the school in the SC community. (17) The problem of dropout of children from other categories like ST and OBC were also the same as that of SC child. {OR/12}

MISHRA, JUGUL KISHOR. 2002. **An investigation into the causes of dropout of ST girls in Korukunda block of Malkangiri district.** *Orissa. DIET, Jeypore, Koraput.*

Objectives : (i) To identify the social, cultural barriers in education of dropout ST girls, (ii) to study the schooling facilities available for ST girls, and (iii) to suggest measures to reduce the dropout rate of ST girls.

Scope and geographical coverage : The study covers ST dropout girls of 14 primary schools of 4 tribal dominated panchayats of Korukunda block of Malkangiri district.

Methodology : 14 Tribal populated primary schools were selected from four ST dominated panchayats namely Tandki, Chalanguda, Mandapali and Badli of Korukanda block. Parents of 57 dropout ST girls were interviewed on the basis of availability. All the 14 headmasters of the sampled schools were selected for interview. School schedule and Interview schedules for dropouts and for their parents were prepared for data collection.

Major findings and action points : (1) Poverty of parents was an important factor leading to dropout of ST girls. (2) Lack of education among the tribal parents was an important barrier in the education of tribal children. (3) There was a social barrier for girl child education as most of the dropouts were engaged in domestic work. (4) Schooling facilities were not adequate. (5) Distance of the school from their home was long some children. (6) Less motivated teachers and negative attitude of the community leaders were also the important contributory factors for ST girls dropouts. (7) There was difference between school and home language. {OR/13}

Mishra, Niranjan. 2000. **Evaluation of teacher's training imparted and classroom transactions - An impact study of DPEP intervention in Kuchinda block of Sambalpur district.** *Orissa. DIET, Sambalpur*

Objectives : (i) To examine, the teacher's use of the activity method of teaching learning process in primary classroom setup and pupils participation in learning process, (ii) to assess, the levels of learning achievements of the students and their - interests - as an impact of introduction of activity method of teaching learning, and (iii) to examine, the levels of acceptance of activity based method by teachers, pupils and the VEC members.

Scope and geographical coverage : The study was undertaken to evaluate the DPEP intervention particularly with regard to teacher training programmes on classroom transaction in Kuchinda block of Sambalpur district.

Methodology : Twenty head masters, 30 teachers and 290 students of class III from 20 schools selected randomly from Kuchinda blocks of Sambalpur district comprised the sample for investigation. The tools used were as follows: (a) Questionnaire for the teachers relating to adoption of activity based teaching by them. (b) Interview schedule for the head masters relating to activity based teaching in their respective schools. (c) Teaching observation schedule. (d) Achievement test for class III students. The data were collected from the head masters, teachers and the students through interview schedules and questionnaires respectively. The performance of the teachers in classroom situation was observed by the investigator and recorded. The data was analysed through computation of percentage and arithmetic mean to reach at the conclusion.

Major findings : (1) 60% teachers did not prepare lesson notes before teaching. (2) Out of the lesson notes prepared. 70% of the lesson notes were not properly maintained. (3) Most of the teachers preferred small group, circle or semi circles for sitting arrangement. (4) Activity banks were not developed in 80% of the schools. (5) Adequate numbers of TLM were not used in classroom transaction and when used in 66% cases, they are not properly used. (6) In the views of headmasters and teachers, the activity based approach in classroom transactions was totally put to use. But as observed by the investigator, only 20% of the teachers used the activity based method. (7) 66% teachers did not evaluate at the end of the classes. (8) In head master's view, the teachers were interested and had faith in activity based teaching. (9) 90% VEC members were attracted and had positive attitude towards activity based method. (10) 80% multigrade classes have managed by the teachers themselves. (11) The main achievement score of the students did not exceed 48% of marks in Language and EVS. In mathematics it was just above 60%. (xii) There was no significant difference in the achievement of urban and rural students. However the rural students were slightly at higher side.

Action points : (1) Teachers do not follow proper procedure for lesson notes which leads to poor management of classroom transaction. (2) Majority of teachers failed to link activity based teaching in teaching learning situation. (3) The learner's achievement was not at the desired level. (4) Teachers do not follow adequate evaluation strategy as per the expectation of activity based method. (5) TLM was not prepared and put to use to optimize student's participation. {OR/14}

MISHRA, P. 2001. **Study on State Finance Elementary Education.** *Orissa. DPEP. Xavier Institute of Management, Bhubaneswar.*

Objectives : (i) To study and determine State Financing against receipt expenditure, surplus deficit and interest payment, (ii) to assess project reports of plan and non-plan expenditure on education, disagregated by level (elementary, secondary and higher) of a) Deptt. of School and Mass Education. b) Deptt. of Higher education. c) Other deptt. including Women and Child Development Deptt, (iii) to determine revenue and capital expenditure on education as percentage of total revenue and capital expenditure, (iv) to study plan expenditure (plan project and actual till March 2000) by level of education for 7th plan interim areas and 7th plan, (v) to assess expenditure on education by level, as a share of total plan expenditure, (vi) to study expenditure by level from centrally sponsored schemes and in the case elementary education, expenditure by individual schemes, (vii) to assess primary school expenditure segregated for teachers, textbooks, equipments, TLM etc., (viii) to classify thė primary school teachers by qualification and salary, and (ix) to make a short description of each incentive scheme including number of beneficiaries, cost of schemes etc.

Methodology : A sample study was done relating to the perception of people on elementary education with the help of a questionnaire. Questions on the different schemes were included to know the awareness level of people about Govt. schemes. Plan expenditure on different heads of eight districts and overall expenditure was analysed. The objectives focus on analysis of financial data of state expenditure on education for a number of years. Quantitative analysis of the data on finances has been done, by looking at the trend of revenue and capital expenditure with respect to various components. The share of different components has been analysed with the help of percentage analysis. This has helped in understanding the overall trend of the state finance relating to education in the state and in the different districts. Proportionality of expenses in different heads has been worked out and compared. The trend of expenditure on education per student by level, has also been worked out and has been analysed. Two types of analysis have been used - Time series: Trends and structural stability and a sample study using cross section data.

Major findings and action points : (1) Analysing the percentage of total budget allocation for elementary, secondary, higher and other education, it was found that for the 1st decade the percentage of budget allocation for elementary education remained almost constant i.e. around 46% but the most noticeable point was that this proportion had decreased to 43.60% and 43.80% in 1970-71 and 1980-81 and again increased to 46.30% in 1991 and to

50.10% during 1996-97. On the other hand the percentage of budget allocation for secondary education has almost remained constant at 30%. The budget allocation for higher education has increased from 11 to 14.25% over the period of last 45 years. The education expenditure as a percentage of GDP has been significant during 1960-61 to 1970-71 and during 1980-81 to 1990-91 i.e. it has increased by 1.26% during the period 1991-97. (2) Examining the trend in the percentage of budget allocation for elementary, secondary, higher and other, it was found that the percentage budget allocation on elementary education had remained at a higher level than any other level of education. (3) The number of primary schools increased by 57.6%, 23.6% and 15.7% during the four decades from 1950-90 in India whereas their number increased by 115.66%, 24.0%, 32.05%, 48% and 1.6% during the five decades in the period 1950-97 in Orissa. (4) The number of primary schools per thousand population has shown an initial increase from 0.58 in 1950-51 to 0.75 in 1960-61 but thereafter it declined continuously and became 0.67 in 1990-91 on account of higher growth of population over the last 40 years in India. However the growth rate in the case of secondary schools per thousand population has increased over time in India from 0.05 in 1950-51to 0.30 in 1990-91. (5) The growth rate over the decades in the number of students in primary as well as secondary school in India has declined over time and a similar trend was observed in the state of Orissa also. (6) The literacy gap has increased up to the year 1963-64 i.e. upto the third five year plan and then it has declined gradually. {OR/15}

MISHRA, RABINDRA KUMAR & BRAHMA, PURNACHANDRA. 2001. **The factors responsible for discouraging learning among Scheduled Tribe children of Daringbadi block of Kandhamal district.** *Orissa. DPEP. DIET, Tikabali.*

Objectives : (i) To look, into - the academic climate of primary schools for imparting education, to the children, belonging to ST community, (ii) to study, the attitude of the parents of ST children towards their education, and (iii) to identify the causes which distract the ST children from the school.

Scope and geographical coverage : The study was conducted in 9 Gram Panchayats of Daringbadi block of Kandhamal district. Identification of the reasons contributing to discouragement of the ST children only in learning has been taken up in the study.

Methodology : The study was undertaken with a sample of 19 schools of Daringbadi block covering 130 students, 45 teachers, 45 parents and 45 members of the VECs of those schools. Questionnaires were administered to the headmasters and teachers personally to get their responses. The responses to the interview schedules for the students, parents and VEC members were filled up through personal interview of the subjects by the researchers. The data collected were tabulated through frequencies turned into percentages, which were rounded off to the nearest one decimal place also. Ranking method and measures of central tendency such as median, were used.

Major findings : (1) Female literacy was very poor in the block compared to male literacy. (2) Dropout percentage of girls was more than that of the male. (3) The village education committee members, who were involved in the process of school management had low qualifications. Most of them had completed just primary education. (4) The female representatives were very poor in number in VEC. (5) The girls were not enrolled or irregular in those families where persons in the age group of 14 and above were illiterate or had completed only primary education. (6) Large size families were unable to send the girls to regular school. (7) Most of the parents were in favour of girls' education. (8) Parents had the expectation from their daughters that after completion of their education they will get a job in future. (9) People in this block were not getting work throughout the year. (10) People were migrating outside for half of the year along with their children for seasonal earning. (11) There were no special facilities or incentives, either monetary or non- monetary, for motivation of the girls to attend the school. (12) Village education committee did not give any importance to the problems of girls, rather the school and teacher's problems remained at the top for the management. (13) Transactional language i.e. Oriya was a problem for the learners at primary level. (14) Administrative officials were not taking any interest to increase the enrolment of girl children. (15) VEC members were not aware of the typical problems of girls' non-enrolment, or irregularity and did not know how to solve them. (16) Parents have negative attitude towards the potentialities and efficiencies of their daughters. (17) The scarcity of lady teachers was also responsible for de-motivating the girl child. (18) Parents opposed co-education in the case of maturing girls who were also getting married at early age.

Action points : If a proper net-work among income generating agencies, social development agencies and educational agencies become functional and awareness programmes for the VEC, parents and teachers are conducted, then the enrolment of girl child will definitely improve. {OR/16}

MISHRA, SACHIDANANDA. 2001. **A study - on socio-economic status and cultural lives, in Banspal block and their impact upon primary education and it's remedies.** *Orissa. DPEP. DIET, Keonjhar.*

Objectives : (i) To examine, the socio-economic status and cultural lives of the people of Banspal block, (ii) to assess, the influence of socio-economic status and cultural lives on primary education, and (iii) to suggest, remedial measures for quality improvement in education.

Scope and geographical coverage : The study was confined to Banspal block of Keonjhar district. It was also confined to 15 Oriya medium Govt. Primary schools of the block.

Methodology : The sample was comprised to 15 schools, 28 teachers, 50 parents, 50 VEC/PRI members and 75 students of class IV & V. The following tools were used for data collection. a) Questionnaire, - for the teachers. b) Interview schedule for the parents, VEC/PRI members and for the students. Data were tabulated and analysed in a workshop of some faculty members of DIET, Keonjhar. The statistical method used were percentage, rank and mean.

Major findings : (1) Most of the parents belonged to SC and ST categories. 54% parents were illiterates. (2) Almost 90% parents were daily labourers and 82% were land-less with large families. (3) Almost all SC and ST parents were used to alcoholic drinks. Most of the inhabitants believed in superstition. (4) The illiterate parents had great acceptance of child marriage and no acceptance of small family norm and women's education. (5) The economic condition of almost all the parents was not good and their monthly income was insufficient to manage the family. (6) The parents spent most of their income on food and on alcoholic drinks. (7) Almost all the parents engaged their children in different jobs to support their families. (8) In 93% sample schools, proper school-community relationship did not exist. (9) The dropout rate of ST and girl students was more than that of the other categories and boys respectively. (10) 75% of tribal students of class I did not understand the language of the teacher. (11) The achievement of SC and ST students in the class was not satisfactory. (12) The major causes for low enrolment and retention were poor economic condition of parents, lack of parental awareness and engagement of children in different jobs. (13) The steps taken by the teacher inside and outside the classroom for increasing enrolment and checking dropout were not satisfactory. (14) The remedial measures taken by different VECs for quality improvement of primary education were not satisfactory.

Action points : The important suggestions given by the teachers and VEC/PRI members for improving the condition of primary education in the area are : providing incentives to poor students, appointment of required number of teachers, effective functioning of VEC and PTA and organisation of awareness programmes. {OR/17}

MISHRA, SACHIDANANDA. 2001. **Causes of low enrolment and dropout of SC and ST girls in primary schools of Keonjhar district.** *Orissa. DPEP. DIET, Keonjhar.*

Objectives : (i) To identify the clusters of different blocks where the phenomenon of non- enrolment of SC and ST students particularly the girl was high, (ii) to identify the non-enrolled SC and ST girls for the schools of the clusters as identified above, (iii) to identify, the dropouts of the other categories of girls in the schools, (iv) to investigate the various causes of non-enrolment and dropout. 5. To suggest measures to be adopted for enhancing the enrolment of SC and ST children with special reference to girls.

Scope and geographical coverage : The study was confined to the 13 blocks of Keonjhar district.

Methodology : 4 schools from each block, 120 teachers, 80 VEC members, 80 parents, 80 non-enrolled girls and 80 dropout girls were taken. Information sheet, teachers' schedule for VEC/ PRI members, interview schedule for the parents of non-enrolled girls, dropout girls, for the parents of dropout girls and non-enrolled girls were prepared. Data were analysed by different statistical methods to find out the percentage of non-enrolment, dropout of children and socio-economic status of their parents.

Major findings : (1) In 89% sample schools proper school-community relationship did not exist. (2) The participation of parents/VEC members in different school activities was not satisfactory. The participation was average in 24% schools and below average in 76% schools. (3) The steps taken by the teachers in the sample schools to increase enrolment were very poor. Enrolment drive is the only step, which was undertaken in 85% schools. (4) 73% parents of the non-enrolled and dropout SC and SC girls were illiterate. (5) Almost all the parents of non-enrolled and SC and ST girls were daily labourers. (6) The economic condition of the parents of non-enrolled and dropout girls, was very poor. The monthly income of 72% parents was less than Rs. 750/- (7) Almost all the parents of the non-enrolled SC and ST girls, engaged their daughters in different jobs to support their families. (8) 36% Parents who were going outside the village with their children, hampered the education of the children. (9) The achievement of 84% SC and ST girls was not satisfactory. (10) In almost all the sample schools Co-curricular activities like drawing competition, arrangement of picnic, organising exhibition, observation of important days, were not done. Only observation of national days and puja were organised. (11) The steps taken by the teacher in the classroom to reduce dropout, was not satisfactory. Remedial measures were taken in only 8% schools. (12) Only 18% teachers discussed with the parents regarding the development of women's education. (13) Cent per cent parents of dropout girls were not providing guidance to their daughters during their schooling. (14) 58% tribal girls could not understand the language of the teacher. (15) As per the statement collected from the parents of dropout SC and ST girls, the financial problem and engagement of girls in different jobs were the major causes for the dropout of their daughters. (16) In the opinion of SC and ST dropout girls, 76% of them left school because of the poverty of their parents. The opinion of the 73% girls was that they would join schools if their parents would sent them to schools. 65% of them expressed that they would join if residential facility were provided. (17) Cent per cent teachers suggested that enrolment can be increased and dropout can be checked, if more incentives were given to them. 75% teachers gave opinion that enrolment and retention percentage of SC and ST girls can be increased if the MTA and Mahila Samiti could be activated. (18) 88% VEC/ PRI members suggested that enrolment could be increased and the dropout could be checked, if the girls were provided with dress, learning materials and other incentives. (19) 80% members suggested that providing residential facility would serve a major cause for checking dropout and increasing enrolment.

Implications and action points : To achieve the goal of UEE, enrolment should be increased and dropout should be checked to a great extent. For this the enrolment and retention of the deprived SC and ST children, particularly the girls are the major concern. The study has helped in the problems of low enrolment and retention and hence measures can be taken to overcome those problems. This will lead to universal education for all. Action should be initiated on the deprived SC and ST communities with emphasis on girls. {OR/18}

MOHAPATRO, P.C. 2001. **An investigation - To identify the factors contributing towards dropping out of schedule tribe boys in Borigumma block in Koraput district.** *Orissa. DPEP. Council of Analytical Tribal Studies (COATS) Sabara Srikshetra, Koraput.*

Objectives : (i) To understand the socio-cultural values and ethos of the major tribal groups inhabiting in Borigumma block, (ii) to make an in depth study of each factor responsible for dropouts through case study and to suggest possible methods to motivate children to get educated and to continue in formal schools as well as to motivate tribal parents to encourage their children to pursue studies.

Scope and geographical coverage : The research study was confined to Borigumma block of Koraput district.

Methodology : Use of multiple source of collecting data i.e. combining dissimilar method to study the same problem/ variable helped to ascertain the major factors contributing to dropout among tribal boys. The data collected through observation, informal interviews and discussions were analysed mostly using qualitative technique i.e. describing attitude, events, opinion, behaviour or relationships. However simple quantitative techniques have also been used to supplement this type of analysis.

Major findings and action points : (1) Poverty of the parents has been treated as the most important factors leading to dropouts of scheduled tribe boys in the study area. In order to supplement his meager income every tribal parent wants his children to help him in income generating activity. Naturally the tribal boy loses all his interest in attending a school. (2) Lack of motivation, enthusiasm and knowledge of the utility of education among the tribal people stands as an important barrier in the educational advancement of tribal children. (3) Most of the non-tribal teachers appointed in tribal areas did not stay in the place of their posting and they frequently remained absent from school. A tribal who did not get educational facilities in the school preferred to stay away from school. (4) Lack of teaching aids in most of the schools of the study area make the class uninteresting and dry hence a tribal boy looses interest to continue learning in these schools. A tribal boy did not easily understand medium of instruction i.e. Oriya. The absence of a suitable medium of instruction in primary schools does not create interest among tribal boys to attend school. (5) Inadequate accommodation also discourages a tribal boy to attend school. (6) Most of the schools, run by the Education Department did not have proper atmosphere; the building and the rooms look shabby and in some cases the buildings needed repair and maintenance which were hardly attended the authorities. (7) The school holiday pattern was not in consonance with the rituals and festivals in tribal areas. The unsuitable holiday pattern was a great discouraging factor contributing to dropping out of tribal children. (8) Absence of games and sports facilities, music classes and musical instruments, were identified as the important factors contributing to dropping out of tribal boys. {OR/19}

NATIONAL INSTITUTE FOR PEOPLE'S DEVELOPMENT, INVESTIGATION AND TRAINING. 2001. **Learning difficulties faced by Kandha children of Kotgarh block of Kandhamal district.** *Orissa. DPEP. NIPIDIT. Kandhamal.*

Objectives : (i) To ascertain the gravity of education constraints for Kandha children in Kotgarh block, (ii) to feel the pulse of constraint area in Kotgarh block for Kandha education at primary level, (iii) to explore the root causes responsible for learning difficulties for Kandha children in Kotgarh block, (iv) to bring some suggestions and experiences from administrators/planners/researchers/scholars, to cater to the need of future educational/developmental plan for tribal people in Kotagarh block, and (v) to suggest some of the focal aspects to the educational constraints, to take some precautions specifically, while covering these tribal mass in near future in the education programmes.

Scope and geographical coverage : The study was confined to 18 villages in the block jurisdiction in which 135 revenue villages exist.

Methodology : Simple method of survey design has been adopted for the study. As the target groups were coming from inaccessible pockets, door to door survey design has been adopted to add quality in the information to be collected. Investigator was deployed on behalf of core team members to ascertain the objectives and corresponding hypothesis to be tested through questionnaires, observation and accumulated case-studies. 180 parents, 180 school dropout children, 20 school teachers, 20 Traditional Leaders, 20 peoples representatives, 20 S.I. of schools, 1 D.I. of schools and 1 NGO have been taken as the sample for the study. The responses have been analysed objective wise by finding out the frequencies and their corresponding percentages. Simple percentage analysis has been used.

Major findings : (1) Children were asset for family sustenance. (2) Absence of teacher in the school was very often. (3) Delapidated school buildings and distant location of schools from the community/village habitation was a problem for Kandha children. (4) General education policy was not soothing for Kandha children. (5) Parental inability to afford nominal expenses for their children's education was a detriment for Kandha children for their education. (6) Traditional prejudices and business did not suit Kandha children for enrolment and exposure in the school in order to cope up with the contemporary education benefit.

Action points : (1) Parents need to be sensitized to get rid of superstitious beliefs and face the future challenges boldly for their children's education. (2) The change of attitude of teachers through proper counseling will be helpful for school dropout children. (3) Kandha education should be regional and cultural specific. (4) Participation of Kandha community in the village education system in terms of decision making, programme designing, implementing and ensuring accountability for community education will promote education for Kandha children. {OR/20}

Nayak, Tapas Kumar & Pradhan, Neelanchala. 2001. **An investigation, into the causes of low female literacy rate of Kosagumuda block of Nawarangpur district.** *Orissa. DPEP. DIET, Jeypore.*

Objectives : (i) To find out the causes of low female literacy rate among the ST community, (ii) to find out the causes of low female literacy rate among the SC community, (iii) to find out the causes of low female literacy rate among the general female community, and (iv) to find out, the causes of non-enrolment and dropout of girl children in, formal and non-formal set-up of education.

Scope and geographical coverage : Investigation into the causes of low female literacy rate of Kosagumuda block was confined to two major aspects. (i) the non-enrolment and dropout of ST, SC and general girl children in primary schools and (ii) non-participation and dropout of female from adult education programmes. The study was further restricted to 25 villages of Kosagumuda block of Nawarangpur district. The Kosagumuda block was the most backward block of Nawarangpur district in literacy front. The female literacy rate of the block was only 4% compared to 9% at the district level.

Methodology : Data were collected from 50 primary school teachers of 25 villages, 25 VEC members one from every village, 25 illiterate females of each category (SC/ST, General) and 25 girl children of school going age (non-enrolled). Questionnaire for teachers and VEC members, interview schedule for illiterate women and non-enrolled, girls of school going age, were prepared by the investigator. Percentage analysis, graphical representation and ranking order of data were used to meet the objectives of the study.

Major findings : (1) Non enrolment of ST girls in primary schools was due to poverty of parents, lack of consciousness of parents towards education, negative attitude of parents towards girls education, engagement of girls in household activities and sibling care. (2) Irregular attendance in schools and poverty dominate the causes of dropout of ST girls at primary level. (3) Irregular functioning of non-formal and adult education centres and lack of lady instructors, were the major causes of less enrolment in NFE and AE centres. (4) Negative attitude of parents towards girls' education was the prominent cause of non-enrolment of SC girls. (5) Engagement in household activities and negligence of girl children in education were two major causes of non-enrolment of general girls. (6) Engagement in household activities was the major cause of dropout of SC, ST and general category of girls. (7) Lack of consciousness of parents and lack of inspiration by the senior female members of the society were the major causes of non-enrolment and dropout of SC, ST girls which lead to illiteracy. (8) Feeling ashamed for attending literacy centers was the significant cause of non-participation of general category female in the Adult Education Programme. (9) No steps were taken by VEC and by government authorities to create consciousness towards literacy among females of the block.

Action points : The findings of the study will be very much helpful in the formulation of appropriate strategy for increasing girls enrolment and retention, it will help ultimately in qualitative improvement of female literacy rate in the block. {OR/21}

NAYAK, TAPAS KUMAR. 2002. **An investigation into the causes of dropout of ST girls of Kalimela block of Malkangiri district.** *Orissa. DIET. Jaipore, Koraput.*

Objectives : (i) The present study was intended to find out the dropout rate of ST girls in Kalimela block, (ii) the study was also intended to locate the major causes of dropout of ST girls, and (iii) to suggest measures to reduce the dropout among the ST girls.

Scope and geographical coverage : The study was limited to 10% of the total schools (18 schools) of the tribal dominated regions of the Kalimela block. The dropout rate of ST girls of last three academic sessions was taken in the study.

Methodology : 18 Govt. Primary schools were selected from tribal dominated villages (6 schools from each S.I. circle were selected randomly). Two teachers (one head teacher and the other the senior most teacher) from each school and 5 dropouts (dropouts at different classes like I to IV) of each of 18 villages and their Father/Mother/Natural guardians constituted the sample. Descriptive survey method was employed for the study. The following tools were used by the investigator - 1. Questionnaire for the teachers, 2. Interview schedule for dropout SC girls and 3. Interview schedule for parents of dropout ST girls.

Major findings and action points : (1) The drop out rate of ST girls was less during 2000- 2001 in comparison to 1998-99. (2) In the opinion of teachers, the major educational causes responsible for the dropout of ST girls were lack of teaching learning materials like slate, notes, pens etc. and absence of co-curricular activities like songs and dance, that arouse interest among ST girls. (3) Lack of lady teachers and local tribal teachers and gap between home language and school language, also contribute to the dropout of ST girls. (4) Lack of consciousness of the parents towards education of ST girls, poverty and engagement of girls in household activities like taking care of their siblings, helping the parents in domestic works, bringing forest products from the forest etc. were the major causes of dropout of ST girls. (5) The major social cause of the dropout of ST girls was the concept in the society regarding education of girls that " Education is meaningless and valueless". 43% parents thought that the education of both boys and girls was equally important while 35% were in favour of boys' education only and the other 17% were not at all in favour of education. (6) Non-attendance of the tribal women and other tribal members in the VEC meetings to discuss the dropout of ST girls were due to the engagement in other work and least concern for the education of their children. (7) MTA was not formed in 89% of schools because of no direction from the higher authorities. (8) 83% teachers discussed with the parents and leaders of the tribal community regarding the dropout but the action taken was not encouraging. (9) The tribal people were more concerned about the education of boys than girls. (10) The dropout ST girls were mainly leaving the school after completing class II and III. (11) 89% dropout girls said that they were not interested in studying again in the school. (12) Incentives like free uniform, stipend, hostel facility, midday meal, will ensure their regular attendance in the school. (13) 64% parents were interested in sending their daughters to school again, if there are residential school, change in school timings, provision for free uniform, TLM and meals in the schools. {OR/22}

PANDA, K. C. 2002. **An assessment of causes of high dropout rate of girls in Kalahandi district, Orissa.** *Orissa. DPEP.*

Objectives : (i) To make analysis of the socio-economic and educational information in respect of the district and blocks, (ii) to make an overall analysis of the infrastructure of schools, manpower and teaching learning facilities available in the schools of the sample blocks, (iii) to make an analysis of the trends in dropout rate in sample schools/blocks of the district, (iv) to make an analysis of background information of girls who have dropped out of the school, and (v) to examine the perceived reasons of dropping out as given by girls themselves.

Scope and geographical coverage : The study used a multistage sampling frame to find out causes of high dropout rate among girls in Kalahandi.

Methodology : The study was undertaken in three blocks of Kalahandi district namely Lanjigarh, Dharamgarh and Golmunda on the basis of high dropout of girls. 13 blocks with at least 20% pooled dropout rate over the 5 years period. From each block 10 schools were randomly selected and within each school the sample consisted of 60 dropout girls two from each school, 60 parents of dropout girls, 60 teachers (2 each from each schools) one head pandit and one other teacher, 60 VEC and community members (2 each from each village). The following tools were used : a) School Information Blank b) Pupil Response Schedule c) Parent Opinion Schedule d) Teacher Response schedule.

Major findings : (1) Teachers (3 to 4) were available in at least in each school. Schools had their own buildings. One-third schools didn't have toilet facilities, electricity and sitting furniture were not available for children. (2) Perception of dropout girls about causes of drop out : Being engaged in collection of firewood, poverty, nothing to eat at home, care of siblings, assisting mothers in household works, lack of teacher interest, lack of teacher competence, no responsibility given to girls in school which affects self identity and role perception. (3) Perception of parents on causative factors leading to dropout : Illiteracy among parents, absence of study atmosphere in home, parents dissatisfaction with girl's education, getting help from girls in household work and girls supporting family income, low parental education, failure in school and poor attendance. (4) Perception of teachers : Family and parental concerns, economic barriers, under-achievement (approximately 22%), poor perception of the value of education also account for dropout of girls in Kalahandi. (5) Perception of VEC/Community members : Care of siblings, early marriage, deprived social environment, discouragement by educated women in villages, lack of parental involvement, parents were not concerned about education and lack of realisation of the value of education.

Implications and action points : (1) There should be single sex schools; (2) Appointing women teachers in primary schools; (3) Safeguarding community and cultural standards of modesty; (4) Reducing direct cost through supply of teaching materials and scholarships; (5) Reducing opportunity cost for girls labour, opening pre-schools and day care centers, mechanical mills, water wells etc. (6) Curriculum modification; (7) Promoting advocacy and mobilization among parents particularly among mothers; (8) Accommodating socio-cultural needs and educating parents and the community about girls education; (9) Improving teacher dedication and commitment, through orientation; (10). Use of activity based methods in teaching; 11. Modification of teacher training curriculum. {OR/23}

PANDA, K. C. 2002. **An assessment of cause of low enrolment of girls in Gajapati District, Orissa.** *Orissa. DPEP.*

Objectives : (i) To undertake analysis of the socio-economic and educational scenario of the district of Gajapati and in three blocks relating to study, (ii) to make an analysis of the infrastructure of the school manpower and teaching learning related facilities in the sample schools, (iii) to make an analysis of the low enrolment of girls in the sample schools, and (iv) to assess the perception of girls who have not been enrolled in the primary school.

Scope and geographical coverage : Gajapati was selected as low literacy district where girls enrolment was very low.

Methodology : Three blocks Parakhemundi, Kashinagar and Naugada were selected and from within each block 10 schools were randomly selected. From schools the HM and two teachers, two parents of non-enrolled girls, two VEC/Community members were selected as sample. The following tools were used : a) School Information Blank b) Non-enrolled Girls Opinion Schedule c) Teacher Schedule d) VEC/Community member schedule.

Major findings : (1) There was an increasing trend in enrolment in class I of Gajapati district as a whole but it was slow and low. (2) There were three or more teachers per school and school infrastructure had kuchha, pucca and kuchha-pucca buildings. (3) 85% schools did not have toilet facility and 100% schools did not have electricity but furniture, teaching-learning aids and equipments were fairly adequate in sample schools. (4) Causes for low enrolment of girls as given by the non-enrolled girls : collection of the fire wood, assistance in the household work, work in labour force, getting married early, parents unable to finance their studies and indifferent, school home language dichotomy, negative peer group (who were not attending schools) influence. (5) Girls were not sent to schools because it was against their culture, they were cooking food for family and taking care of siblings and there was no separate toilet in the school. (6) Community/VEC members met at least once in a month to discuss problems of teaching-learning, school and the teacher and reasons for which children do not come to school. (7) Teachers do remain absent mostly for personal work.

Implications and action points : (1) Locating primary schools closer to the community. (2) Promoting appointment of lady teachers and addressing safety and modesty needs of girls. (3) Lowering direct cost on education and causing lower cost to parents of girls i.e. by giving scholarships, textbooks and uniforms. (4) Reducing opportunity cost of girls' labour by opening pre-schools, day care centers, labour saving technologies, to free girls to participate in school programme. (5) Modifying school curricula to include practical knowledge and skills that help the girls to do their daily work and to help in their future life. (6) Promote advocacy and social mobilisation programmes for parents, community members, girls and for influential leaders of the community. (7) Flexible school - timing. (8) Mothers' education through awareness building programme for mothers in villages, mass media programme, documentary films etc. (9) Selective expansion of existing schools through re-designing the system and redeployment of resources. (10) Provide basic amenities in schools i.e. provision of toilet, seating mats and electricity. (11) Focus on weaker sections who deserve special attention in tribal areas and for enrolling mild handicapped girls in primary education. (12) Pre-service primary teachers' education programme may include sensitive issues of taking care of girl child in school. {OR/24}

PANDA, K. C. 2002. **An assessment of causes of reduction in enrolment in Kalahandi district, Orissa.** *Orissa. DPEP.*

Objectives : (i) To make analysis of the socio-economic and educational scenario of the district of Kalahandi in respect of three blocks (Narla, Karlamunda and Koksara), (ii) to undertake assessment of the infrastructure, manpower and teaching leaning related facilities in the sampled schools, (iii) to identify the causes of reduction in enrolment as perceived by the students (boys and girls), who have contributed to such reduction, and (iv) to develop an analysis of trend in enrolment rate.

Scope and geographical coverage : 3 sampled blocks within the district Kalahandi, from within each block 10 primary schools were randomly selected for the study.

Methodology : 30 schools were selected from the three blocks. Within each school, the HM and one teacher, 2 children non-enrolled, parents of these children and 2 VEC/community members from each school area were included in the sample. A random sampling design was followed and the following tools were used to collect the data : a) School information blank b) Child Response Schedule c) Parents Response Schedule d) Teacher Response Schedule. e) VEC/Community members schedule. The results were analysed separately for the 5 schedules.

Major findings : (1) There was a decline enrolment in class I that ran through 1997 to 2001 in case of boys, girls and total number of students. (2) Teachers' strength over 5 years has remained constant. 50% schools did not have toilet facility and 80% had no electricity. Furniture was inadequate for children but teaching learning materials and equipment were adequate. (3) The children did not have educational aspirations instead they wanted; to do household chores in future or cultivation or engage in business or get married. (4) The factors emphasised by 30% teachers were: physical illness of pupils in that area of the district, lack of understanding of the curriculum, low intellectual level of children, first generation learners, parental inability to meet schooling expenses of children, unwillingness on the part of children to do hard work. (5) Factors emphasised by the parents were lack of understanding of children, irrelevant curriculum, chronic failure apprehension, children not motivated to study, not fit for learning, insensitive teachers, lack of cooperative teachers, teachers not attending to inattentive pupils. (6) Lack of parental stress on education; inadequate number of classrooms. The VEC/Community members indicated that teacher absenteeism due to personal work or lack of supervision, has been a regular phenomenon for. These were strong inhibiting factors for children to be enrolled in school.

Implications and action points : (1) Advocacy and social mobilisation of family and parents. (2) Understanding the child and meeting his/her needs. (3) Improving the quality of schools necessary intervention. (4) Reduction of direct and opportunity cost on education. (5) Appointment of more lady teachers. (6) Teacher sensitisation. (7) Increasing parents and pupils' awareness, provision of toilets in the schools, free study materials from the village, free tuition for girls, reflection of their culture in curriculum. (8) Teachers themselves should undertake : motivating parents, taking the help of village leaders, discussing with the mothers, taking the help of authorities, having monthly meetings of parents, organising VEC/MTA meetings. (9) Measures to be taken by the Government are : provision of scholarships to children, free study materials, provision of drinking water in school, attractive school atmosphere, development of the infrastructure/building. {OR/25}

PANDA, K. C. 2002. **An assessment of low enrolment of girls in Rayagada district, Orissa.** *Orissa. DPEP.*

Objectives : (i) To undertake analysis of the socio-economic and educational scenario of the district of Rayagada and in three of its blocks (Chandrapur, Gudari and Padmapur), (ii) to make an analysis of the infrastructure, manpower and teaching learning related facilities in the schools, (iii) to make an analysis of the low enrolment of girls in the sample schools by block for class I, and (iv) to assess the perception of girls who have not been enrolled in the primary school of the village.

Scope and geographical coverage : Rayagada was selected by DPEP as one of the low literacy districts where girls enrolment was markedly low.

Methodology : On the basis of block wise girls enrolment trends three blocks were selected. In each block, 10 schools were randomly selected and from within school, the HM and a teacher, 2 parents of non-enrolled girls from the catchment village, 2 non-enrolled girls and 2 VEC/Community members were selected as sample. The following tools were used: a) School Information Blank b) Non-enrolled Girls Opinion Schedule c) Teacher schedule d) VEC/Community member schedule.

Major findings : (1) There was an increasing trend in enrolment of girls from 1997 to 2001but it was still very low in comparison to boys. (2) That the girls work for collection of firewood, often empty stomach, assist in house hold work, poor parents are unable to finance them studies, teachers are insensitive. They have no schools going friend and no incentive for going to school, were the major causes of their not being enrolled in school. (3) They have no motivation to study and just want to do something to earn livelihood, they have unmotivated age mates and less value in attached to being educated. (4) There were more girls in the age group of 5-14 compared to boys in the families who were not going to school. (5) The feeling of parents was that since the girls will eventually go to some other family after marriage, why educate them. (6) Parents said that they needed financial help to send their daughters to school. According to them the incentives for sending girls to school, were provision for free private tuition facilities, engagement of lady teachers, having toilets in schools and safe transport for girls to schools. (7) Teachers frequent absence, lack of supervision, problem of distance from home to school, parents' ignorance, home-school language dichotomy, lack of enjoyable school atmosphere were hindrances for more enrolment. (8) The district of Raygada was an interior district with ST domination. The people were mostly in the low socio-economic bracket. Literacy level was much lower than that of the state with female literacy. (9) The schools had buildings but devoid no toilets in two third schools; more than 70% did not have electricity and no furniture for the students. (10) Teaching learning aids and equipments were available in all the schools.

Implications and action points : (1) Locating primary schools closer to the community. (2) Promoting appointment of lady teachers and addressing safety and modesty needs of girls. (3) Lowering direct cost on education and causing lower cost to parents of girls i.e. by providing scholarships, textbooks and uniforms. (4) Modifying school curricula to include practical knowledge and skills that help the girls to do their daily work and prepare for future life. (5) School timings should be flexible. (6) Mothers' education through awareness building programme, using Mass Media, documentary films. (7) To provide basic amenities in schools such as toilets, seating mats, electricity etc. (8) Focus on weaker section, who deserve special attention in tribal areas for enrolling handicapped girls in primary education. (9) Pre-service primary teachers' education programme may include sensitive issues of taking care of the needs of girl child in school. {OR/26}

PANDA, K. C. 2002. **An assessment of reduction in enrolment in Sambalpur district.** *Orissa. DPEP.*

Objectives : (i) To make an analysis of the causes of declining enrolment in the district of Sambalpur in class I, (ii) to draw implications for an action plan, (iii) to suggest future research and follow up strategies, (iv) to make analysis of the socio-economic and educational scenario of the district of Sambalpur and in respect of the three blocks (Sambalpur, Barla and Naktiduel) in order to provide a backdrop for the study, (v) to undertake assessment of the infrastructural, manpower and teaching learning related facilities in the sample schools, (vi) to develop an analysis of the trends in enrolment rate block vis-à-vis sample schools, and (vii) o identify the causes of decline in enrolment as perceived by students (boys and girls).

Scope and geographical coverage : Three sample blocks within the district of Sambalpur namely, Sambalpur (Municipality), Burla (NAC), Naktideul (Rural) were selected.

Methodology : From within each block 10 primary schools were randomly selected. Thus 30 schools were selected in three blocks. A multistage random sampling design was followed. Within each school, the HM and one teacher, two children non-enrolled, of school going school age, from the catchment area of the school, parents of these children and two VEC/Community members from each school area were included in the sample. School Information Blank, Child Response Schedule, Parents Response Schedule, Teacher Response Schedule and VEC/Community Member Schedule were used as tools for the study.

Major findings : (1) The sample schools were housed in mixed structures i.e. Kuchha, Pucca, Kuchha-pucca. 80% schools did not have toilets whereas 65% had no electricity. (2) In both urban and rural blocks, the teaching learning materials were available in all schools along with a minimum of three teachers but school furniture was not adequate. (3) Non-enrolled children who contribute to decline in enrolment had low aspiration in life. There ambitions were limited to doing business, getting married, becoming a housewife or working as a labour, with less importance to education. (4) Parental perception on declining enrolment includes : Parents were unable to meet expenses, children were unwilling to go to school, schools were unattractive, children were engaged in house hold work, were not pressurised by anybody for learning, less classrooms in schools, teachers did not attend to non-attentive pupils and schools were located at a distance. (5) There were some important considerations, which did not allow children to go to school: Regular sickness of children, first generation learners, parents inability to meet expense of child for education and children did not want to do hard work. (6) VEC meetings were held monthly and bimonthly carrying discussions on problems of schools, problems of study, problems of teachers and analysis of the causes of decline in enrolment. (7) According to 27 VEC and community members, teacher remained absent due to personal reasons (85%), due to other school work/duty and the problem related to travelling to school (15%).

Implications and action points : (1) Advocacy (area specific urban/rural advocacy programmes) and social mobilisation of family and parents. (2) Understanding the child and meeting his/her needs. (3) Improving quality of schools by necessary interventions. (4) Reduction of direct and opportunity cost on education. (5) Appointment of more lady teachers. (6) Teacher sensitization. (7) Opening satellite schools for reducing home to school distance. (8) Increased participation of parents and community. (9) Re-vitalizing pre-service teacher education. (10) Making education mandatory. (11) Govt. to make an arrangement to provide free study material, mid-day meals, scholarships, improving the school building and basic necessities like drinking water, toilets, electricity etc. {OR/27}

PATRA, S. PRAKASH CHANDRA & MOHAPATRA, MANORANJAN. 2001. **Study of the participation and perception of the tribal community in the primary education in Boudh block in the district of Boudh.** *Orissa. DPEP. DIET, Tikabali, Kandhamal.*

Objectives : (i) To study, the participation of tribal community in primary education, (ii) to probe, - into the causes, of participation of tribal community, in the process of primary education, (iii) to examine, the perception of community on reasons relating to ST children not participating in primary education, and (iv) to suggest, some remedial measures on the basis of data.

Scope and geographical coverage : It was limited to investigation of the extent and problems of participating of tribal communities in programmes of primary education in Boudh block in the district of Boudh.

Methodology : Out 401 villages under 18 GPS in Boudh block in district Boudh, 20 villages were taken for study from 8 GPS where the ST population was more compared to other villages. In one village selected for study one headmaster of the school, 2 to 4 VEC members and 2 to 4 parents were interviewed to represent the ST population in the block. 42 parents of school going children and 18 parents of dropout children were selected for the study. Questionnaires for head teachers/teachers of primary schools, interview schedules for VEC members and parents of school going and dropout children. The percentages of responses were noted against each item in consolidated tabular form for each type of schedule.

Major findings : (1) VEC meetings were held regularly and various issues related to school improvement viz. enrolment, school environment, school environment, building, attendance of ST children were highlighted in all the meetings. (2) 95% parents of the children of ST community have been sensitized about the attendance of their children. (3) Only 19% parents were aware of the fact regarding the subjects taught to their children. (4) 57% parents discussed with the headmasters with regard to the progress of the studies of their children. (5) 70% parents discussed with the head master the issues of attendance of the teachers and attendance of their children also. (6) 83% parents had recently cooperated in the repair of school building and fencing etc. (7) 63% parents were ignorant of the activities of the school like use of teaching learning materials, annual functions, annual reports, national day and religious celebrations. (8) The infrastructural facilities of the school viz. accommodation for sitting, black board facilities, chair, table, almirah are at the lowest ebb. (9) In the opinion of 70% parents, 80% children were engaged in house hold and field work. (10) In the opinion of the head masters 15% children were interested to learn and 50% ST children discontinued their studies due to lack of attractive environment of the schools.

Action points : (1) Participation of VEC members in the academic affairs needs to be activated. (2) The members of VEC should take part in a joint venture to enroll the ST children so as to enable them to avail the facilities of the primary education according to UEE. (3) The parents should be sensitized properly for an attitudinal change for bringing all the ST children to the fold of elementary education. (4) The schools having adequate number of ST children should be supported by the teachers who are more conversant with the dialects of scheduled tribe, cultures and their way of living. (5) The VEC members should take positive steps to motivate parents to enroll their children in primary schools. (6) PTA should be regularly organised so as to sensitize the parents of ST children about their progress. (7) The VEC members should report to the authorities for change in school time if required and appoint the unemployed educated young men in the village in the primary schools. (8) In order to motivate the ST children, educational exhibition, shishu-mela on the folklore, folk dances in the form of role play may be organized which must attract the children towards the school activities. Parents should be invited to participate in the said activities. (9) Teachers' absenteeism should strictly be viewed and steps should be taken for regular attendance of the teachers in the schools. (10) Existing curriculum in the light ofbeing local area specific, supplementary textbooks based on the culture, livelihood, geographical climate, should be developed. (11) Activity oriented teaching backed by joyful learning strategies need to be implemented. {OR/28}

PATTNAIK, ATULYA KUMAR. 2001. **To study, the relationship between community and school in Kudumulugumma block of Malkangiri district.** *Orissa. DPEP. DIET, Jeypore, Koraput.*

Objectives : (i) To know the nature and extent of the community participation in enriching the performance of primary schools, and (ii) to suggest a more effective strategy for making community involvement more intensive and broad based in the functioning of primary schools.

Scope and geographical coverage : The study was limited to 7 primary schools of tribal dominated Kudumulugumma block of Malkangiri district.

Methodology : The data were collected through a questionnaire for teachers and interview schedule for village education committee, members of parent-teacher association and Panchayat Raj members of the sample schools. After the collection of data, it was put in tabular form in relation to each item in the tool. The data were interpreted with corresponding percentages.

Major findings and action points : (1) Majority of VEC members were not aware of their power, duties and responsibilities in accordance with govt. circular. (2) The change was significant after the teachers were trained in the modalities of community interaction, conduct of VEC meetings, frequency of meeting of VEC and PTA. (3) Enhancement of students' attendance was observed. (4) Teacher became more dutiful and regular in attendance. (5) Parent-teacher interaction was there and rapport was well noticed. (6) Majority of PTA members agreed that mid-day meal was a noble cause for attracting school children. (7) The Panchayat Raj members responded to communicating the problems of the school to the competent higher authority. (8) The cultural participation of the teachers in the village functions increased after active participation of the community members in the school system. {OR/29}

PRADHAN, NEELANCHALA. 2002. **To study the relationship between community and school in Nandahandi Block of Nabrangpur district, Orissa.** *Orissa. DIET, Jeypore, Koraput.*

Objectives : (i) To study participation of the community in various programmes of the school, (ii) to study participation of the community in the management of the school, and (iii) to study participation of the community in the developmental activities of the school.

Scope and geographical coverage : The study was limited to the aspect of relationship between community and school in eight primary schools of tribal dominated Nandahandi block of Nabrangpur district.

Methodology : Eight primary schools were selected randomly from Nandahandi block. 16 Primary school teachers were selected from eight schools for data collection on the basis of availability. 24 VEC members were selected from the eight schools and 40 community members for interview. Questionnaire for Primary teachers and VEC members and Interview schedule for community members were prepared by the investigator for data collection.

Major findings and action points : (1) Majority of community members were illiterate and were not participating in school activities. (2) The community members whose children were learning in schools, were only attending the functions/programmes of the school. (3) Very few community members were aware of the activities/functions of the school. (4) The VEC members, though aware of meetings/functions of the school, were not taking interest in contribute for the development of the school. (5) Though the VEC members agreed that mid-day meal was helpful in attracting school children, they were not motivating the non-school going children to attend school. (6) 50% participation of the teachers in village functions was observed but more motivation is needed. (7) The teacher expressed the view that more involvement of community members in school programmes is needed for the development of the school and improving the school enrolment, attendance and environment. {OR/30}

RANA, AKSHAY KUMAR. 2001. **Impact of teacher's training on Activity based, Participatory teaching-learning process in classroom transaction.** *Orissa. DPEP. DIET, Keonjhar.*

Objectives : (i) To assess the impact of teachers' training on activity based teaching learning process, (ii) to evaluate the effectiveness of activity based and participatory approach in classroom transactions, (iii) to assess the extent of participation of the learners in activity based and participatory approach in teaching learning process, and (iv) to study the reactions of the VEC members on the introduction of the new type of teaching learning process in primary schools.

Scope and geographical coverage : The study was limited to the 13 bocks of Keonjhar district.

Methodology : 260 VEC members, 207 teachers and 975 students of 65 primary schools constituted randomly selected sample. Questionnaire for the teachers, interview schedule for students and for VEC members and observation schedule were the tools for the study, were prepared. The data were collected through the questionnaire, developed and classroom evaluation was made by the observation schedule.

Major findings : (1) Only 12% schools did not have any kind of TLMs. (2) 55% primary schools in the district did not have sufficient space in the classroom; they were organising teaching learning activities outside the classrooms. (3) 90% teachers in the district knew the technique how to use and display the teaching aids and teaching learning materials in the classroom competency wise. (4) The training/orientation given to the primary teachers through the DPEP, Keonjhar was helpful to them because training had a better impact on them and helped them to gather new experiences and techniques for better teaching. (5) The training/orientation gained by the teachers have developed self- confidence among teachers to impart successful teaching to the learners. (6) Teaching through activity and participatory method was liked by maximum number of teachers because in the traditional method of teaching the learner was not getting any scope to generate his own thinking and learning process to gather new knowledge and experiences. (7) Most of the teachers have followed this method. The activities followed by the teachers for classroom transaction were content related and provide scope for learners' participation. (8) Most of the VEC members (more than 60%) were conscious for the development of their village primary schools in Keonjhar district. (9) More than 80% schools in Keonjhar district used TLMs. The TLM prepared and collected by the teachers were content related, usable, attractive and safe for using in classroom. (10) More than 60% teachers were using direct and comprehensive type of questions for the learners to evaluate their achievement level. Only 11% teachers evaluated their students through applied questions. (11) 42% children were found average in standard on rating scale and only 2% were found excellent in their achievement levels in the district. {OR/31}

RANA, PRASAD CHANDRA. 2002. **The impact of NINAD exercise in Tumudibandha block in building community awareness for primary education.** *Orissa. DIET. Tikabali, Kandhamal.*

Objectives : (i) To study the impact of NINAD on increase of enrolment in the sampled primary schools, (ii) to study the influence of NINAD on retention of learners in the schools, and (iii) to study the attitude of community members towards participation in programmes of the school.

Scope and geographical coverage : The study was confined to 25 schools and the selected sample of community members of Tumudibandha block.

Methodology : A purposive sampling design and the sample survey method was adopted for the study. Out of the total primary schools of Tumudibandha block, 25 schools were selected at random. The Headmasters of these schools were taken as respondants for the study. One community member from each communities in which the sample schools were located was selected at random to constitute the sample of community members for the study. Thus 25 Headmasters and 25 community members constituted the sample. The following tools were developed for the study : Questionnaire for school information and interview schedule for the community members.

Major findings and action points : (1) Due to NINAD programme enrolment of the children has increased to a considerable extent. (2) NINAD programme has better impact on the enrolment of girls than that of boys. (3) The programme had positive impact on increase of retention of the learners at primary level. (4) The retention of boys was found to be more than the retention of girls due to impact of this programme. (5) The programme had impact on the community members creating awareness about primary education. (6) The programme has influenced the heads of the primary schools and the VECs concerned to conduct the VEC meetings regularly for school improvement. {OR/32}

RATH, KUMUD KANT & SAHU, P. K. 2001. **A study on language problem in Raigarh block of Nawarangpur district.** *Orissa. DPEP. DIET, Jeypore.*

Objectives : (i) To assess the gap of home language and school language of the locality, (ii) to assess the level of understanding of Oriya textbook for the tribal children whose mother tongue was not Oriya, and (iii) to assess, the attitude of non-tribal teachers towards tribal language. The rationale of the study was based on the fact that in the blocks the literacy rate was very low and there was high concentration of Gond tribe.

Scope and geographical coverage : The study was confined to Raigarh block of Nawarangpur district.

Methodology : The study was confined to 10 primary schools of Raigarh block in Nawrangpur which were Gond dominant. 50 tribal and 50 non-tribal students were sampled and 25 parents and 25 teachers of tribal and non-tribal were interviewed. Questions for achievement test on language for class IV and V were prepared separately. Student, parent and teacher schedules were prepared to know the attitude, language proficiency and the suggestions of the teachers.

Major findings : (1) There was a large gap between home language and school language. (2) The children learn Oriya only for higher studies and for employment. (3) Within regional sphere all round development of the child was based on local language. (4) The problem for tribal teacher was low efficiency in speaking clear Oriya language. (5) Children did not understand Oriya textbooks. (6) Teacher's effort was to teach language but the qualitative improvement was not sufficient. (7) Govt. provision was nil to minimise the gap between home language and the school language.

Action points : (1) Before teaching language, the teacher should have sufficient knowledge of Oriya language and also of the local language by which it can be helpful for the teacher to understand the student. (2) Teaching learning materials should be prepared with the local material. (3) Training is required for the teachers for the use of local language. {OR/33}

REASEARCH AND EVALUATION UNIT (SIEMT). 2000. **Mid-term Assessment Survey in Orissa (Bargarh, Keonjhar, Sambalpur).** *Orissa. Orissa Primary Education Programme Authority, Bhubaneswar.*

Objectives : (i) To measure the average performance of student's achievement on the newly generated Competency based achievement tests in language and Mathematics at the end of penultimate class of primary schooling, (ii) to compare the average performance of student's achievement on the BAS test administered during the initial survey in 1997 with that of student's performance or the same test re-administered during MAS in 2000, (iii) to compare the achievement differences in regard to gender and social groups of MAS test, (iv) to study, the effects of variables like home, school and teacher.

Methodology : Normative correlation survey design was employed for conducting the Mid-Term Assessment Survey. The MAS was conducted in three Phase II DPEP districts namely

Bargargh, Keonjhar and Sambalpur. Multi-stage stratified random sampling technique was employed for the selection of various constituents of the MAS namely blocks, urban areas, schools, students and teachers. School Record Schedule, Students Present Schedule and Teachers Schedule were administered. Tests used were - for class I&II, Class I Language and Mathematics Tests for class III&IV, Class IV Language Tests. The test employed for MAS, developed by Ed. CIL.1999., were different from those used for BAS in 1996.

Major findings and action points : (1) Performance level of students was below 60% mark in language and Mathematics. (2) Achievements of the Bargarh students showed poor performance in both the subjects. (3) Performance in mathematics was poor in all districts. (4) In Sambalpur girls showed better performance than boys in class I Mathematics and language. (5) In Bargarh and Sambalpur districts the difference in achievement level between boys and girls of class IV language was only the marginal. (6) In Mathematics class IV showed similar achievement level except for Sambalpur. (7) In Keonjhar, rural urban difference in achievement level in class I language has crossed 5% mark. (8) In Sambalpur rural students showed better performance in class I language. (9) Performance of SC and ST students was poor in class I Mathematics. (10) The difference in achievement level was more in Sambalpur district with respect to SC and ST students to the students of other category. (11) The difference in achievement level of SC and ST students and the students of other category was more in Sambalpur district. (12) The difference in achievement between ST and other students was significant in three districts. (13) Achievement gain in language occurred in all the districts in class IV over BAS. (14) Also in Mathematics, in all the districts, there was increase in achievement level to the extent of 9% to 19% over BAS. **Profile of schools** : (1) Essential TLMs were available in over 75% to 80% schools with slight district wise variation. (2) Facilities for professional development of teachers existed in schools in all the three districts. (3) Sample schools were still deficient in mini tool kit, children's books and magazines particularly in Sambalpur, which needs greater attention of DPEP. (4) Textbooks were supplied to class I from 1996 to 2000 in 50 schools in the districts. For class II it was available from 1998 to 2000, again in all the 3 districts. Class III textbooks were available only in 1999-2000; the rest of the classes IV and V, did not have any textbooks supplied to the students. (5) Not a single workbook was supplied to the DPEP sample schools between 1996-2000 in three DPEP districts. (6) Competency based teacher's handbooks and teaching aids did not exist in this district. (7) Community representation is relatively greater in VEC (both male and female) and PTA in education matters. No School Management Committee functions with community participation in Bargarh . Area Education Committee did not practically involve community members in Keonjhar and Sambalpur DPEP sample schools. (8) Number of teachers, were fairly equal in all the three districts (Bargarh 139, Keonjhar 137 and Sambalpur 136). Among them there were 287 male and 125 female teachers fell within the ratio 2:1. In urban schools however there were more female teachers (63) than male (43). (9) Availability of teacher guide to both rural and urban and male female teachers were adequate in the district of Keonjhar, moderate in Sambalpur and moderate for rural schools teachers in Bargarh but was almost non-existent for urban Bargarh teachers. Inter-district disparity existed to some extent. (10) During this MAS (SCERT 2000) 66% to 88% rural teachers and 65% to 68% urban teachers reported availability of reference material to them. Female teachers in rural schools and male teachers in urban schools made more use of these materials than others. (11) The sample teachers' indicated their positive response for flash cards which was prominent in the district of Bargarh, Keonjhar (over 90%) and Sambalpur (75% to 87%). [Project duration : 1998-2000] {OR/34}

ROUL, KRATIKESHWAR. 2001. **An investigation into the reasons of non-enrolment and dropout, of Juang children and performance of primary schools in Juang DPEP.** Orissa. DPEP. DIET, Keonjhar.

Objectives : (i) To assess the position of non-enrolment, retention, achievement and average attendance of the students of Juang community, (ii) to ascertain the reasons of low-enrolment, retention and attendance of such categories of learners, and (iii) to study the present status of the primary schools located in Juang dominated areas with respect to their infrastructural facility, organisation of co-curricular programmes, functioning of the VEC and their involvement in school management, school community cooperation.

Scope and geographical coverage : The present study was limited to the Juang area of Banspal and Harichandanpur block of Keonjhar district.

Methodology : 16 villages, 16 primary schools, 80 students, 80 parents, 32 VEC members were taken as sample. Survey schedule, school record schedule, questionnaire for primary teachers and interview schedules for Juang children, for their father/ guardian and for VEC members, were prepared for data collection. The data have been analysed in terms of frequencies and percentages.

Major findings : (1) The non-enrolled children were available in every sample village and in case of girls non-enrolment rate was higher than boys. (2) The dropout rate of students of over all classes of primary schools, differ significantly. The factors that were affecting enrolment, retention and attendance of Juang children significantly were found to be : (a) School timing and holiday pattern factors like unsuitable school timing and mismatching with local festivals, harvest season and forest product collection. (b) Teacher related factors like lack of sufficient teachers as well as lady teachers, frequent absence, busy in other work. (c) Curriculum related causes like defective curriculum, non-availability of Juang culture, folk, tradition in the content, lack of primer in Juang language. (d) Parent related causes like inability to provide dresses, reading and writing materials, fees, preference to engage in agriculture, domestic work and remunerative employment and indifferent attitude towards study. (e) Absence of co-curricular activities like - tribal song and dance, sports and exercise, cultural activities and other preparatory work (f) Failure related factors like failing to do home work, adjustment in the class, comprehension of the teaching. (g) Community related factors like lack of stress on education, tradition of early marriage, social taboos and importance of boys' education. (3) All the necessary infrastructure facilities were not available in the primary schools. (4) Curricular activities were not organised regularly in the primary schools. (5) Most of the VECs were not working properly for all round development of primary schools. (6) The relation between school and Juang community was not good. (7) Steps like organisation of enrolment drive, awareness programmes, tribal cultural activities, moving door to door to collect children were helping significantly to increase the enrolment of Juang children. (8) Steps like activity-cum-joyful learning, improvement of school environment, maintaining good teacher-pupil relationship, organising good tribal cultural activities in schools were significant to reduce the dropout rate of Juang children. (9) Proper functioning of VEC and PTA, provision of primer in Juang language, orientation to teachers, provision of sufficient teachers including lady teachers are expected to improve the primary education in Juang area. (10) Effective implementation of mid-day meal programme, organisation of co-curricular activities, provision of useful work, attractive school environment and provision of suitable school timing and holiday pattern should be helpful to increase enrolment and reduce dropout rate of Juang children at primary level. (11) Activity-cum-joyful learning system, regular medical checkup, provision of learning materials and dress to Juang children should certainly help to reduce dropout of Juang children. (12) Organisation of awareness programmes, full cooperation between PRI and VEC, provision of all necessary facilities by DPEP Keonjhar and organisation of tribal cultural activities in schools with the help of community members will also help in improving the educational status of Juang community. {OR/35}

SANTARA, SUDERSHAN & MOHAPATRA, HRUDANANDA. 2001. **A study of socio-economic, educational and cultural factors hindering the enrolment of girl children in Kantamal block in the district of Boudh.** *Orissa.. DPEP.*

Objectives : (i) To acquire complete information regarding present scenario of education in the block in respect of demographic, social, economic, educational and cultural characteristics with reference to enrolment of girl children in Kantamal block, (ii) to examine the strategies adopted so far and how they worked in the context of enrolling girl children, and (iii) to identify the social, economic, educational and cultural factors that hinder the enrolment of girl children.

Scope and geographical coverage : The study was limited to 6-14 years of non-enrolled and irregular girl children of primary schools of Kantamal block in the district of Boudh.

Methodology : Survey method was used for data collection. Stratified and purposive sampling methods were followed for the study. 22 schools, 42 teachers, 95 parents and 57 VEC members were taken as the sample for the study. Questionnaire for the teachers and Interview schedule for the parents and for VEC members, were prepared. Data were analysed through percentage and rank method and by calculating measures of central tendency especially median.

Major findings and action points : (1) Female literacy was very poor in this block. (2) Dropout percentage of girls was more than that of boys. (3) The village education committee members who were in school management were less qualified. (4) The female representatives were very few in number in VEC. (5) Large size families were unable to send their girl children to regular school. (6) Parents were expecting jobs for the girls after completion of their education. (7) People in this block were not getting work throughout the year, so for seasonal earning they had to migrate. (8) There were no facilities or incentives (either monitory or non-monitory) to motivate the girls to attend the school. (9) Transactional language i.e. Oriya was a problem for the learners at primary level. (10) VECs did not give any importance to the problems of girls; rather school and teachers' problems remained at the top. (11) Administrative officials were not taking any interest in increasing the enrolment of girl children. (12) Most of the girls in this block were helping their parents in household work and taking care of their brothers and sisters. (13) Parents had negative attitude towards the potentialities and efficiencies of their daughters. (14) Lady teachers were scarce in primary schools, this was also responsible for de-motivating the girl children. (15) Parents were opposing co-education in the case of maturing girls. (16) Poverty was the major cause of non-enrolment of girl children. (17) Early marriages and getting preparatory training for that, was the another cause for non-enrolment of the girl children. {OR/36}

SENAPATI, ANANGA CHARAN. 2001. **A study on identification of issues and problems in Jashipur block of Mayurbhanj district.** *Orissa. DPEP. DIET, Baripada, Mayurbhanj.*

Objectives : (i) To examine, the socio-economic and cultural status of the people, (ii) to identify the problems and issues related to primary education, (iii) o study, the educational facilities available in the block, and (iv) to suggest, remedial measures for effective education scenario of the block.

Scope and geographical coverage : The study was confined to find out the issues and problems and for qualitative development of primary education and covers only Jashipur block of Mayurbhanj district.

Methodology : Samples were taken on random basis to represent the target groups (20 head masters, 20 VEC members and 60 parents). Questionnaire for the teachers and VEC members, interview schedule, for parents and school information schedule for headmasters, were prepared for data collection. Simple statistics of percentage analysis was used.

Major findings : (1) Illiterate and low literate parents constitute 43% and 17% respectively which posed problems for socio-economic development of the block. (2) Most of the parents belonged to ST and socially, economically and educationally backward group in the block. (3) Almost all the parents belonged to small size of poor cultivators. (4) There was little difference in home and school languages. (5) 93% persons were the supporters of blind belief and they wasted much time in observing the local festivals. (6) About 78% people belonged to below poverty line, which is most significant issue in socio-economic status of the people. (7) Adequate number of classrooms, wide verandah, urinals, latrines, playgrounds and drinking water facilities were not available in the schools of the block. (8) Teaching learning materials like charts, models, map, globes, carpentry kits, audio-visual materials, musical instruments, games and sports articles were not available in the schools of the block. (9) The VEC meetings were not held monthly in schools in due time. (10) Due emphasis was not laid by the VEC members on all round development of the schools. (11) Parent-teacher associations and mother-teacher associations were not formed in the schools of the specific block. (12) Children used to help their parents in their home activities like collection of forest products and stitching of Khalli etc.

Action points : (1) The community awareness programme is wanting in the block in order to save forest and environment, health education, early child-care and education programme need to be organised by the concerned department. (2) Teacher-pupil and school-teacher ratio, was not upto the mark. (3) Communication facilities, between the school and the village, - was a main problem as the block is covered with forest. (4) Very often the parents migrate with families from their homes temporarily, which was a major problem for frequent absence of their children from the schools. (5) In-service teachers' training programmes like SOPT, subject wise training and other short course training programmes should be conducted for the quality building of the primary school teachers. {OR/37}

SETHY, MAHENDRA NATH. 2001. **A Study on the management of multigrade teaching practice in primary schools of Keonjhar district and the impact of teachers training on multigrade teaching.** *Orissa. DPEP. DIET, Keonjhar.*

Objectives : (i) To study the pattern of class management in the schools requiring multigrade teaching practices, (ii) to study the different patterns of multigrade teaching in primary level, (iii) to assess the impact of teachers' training programme on multigrade teaching, and (iv) to suggest suitable remedial measures to improve the management systems and teacher training programme on multigrade teaching.

Scope and geographical coverage : The study was confined to 2 blocks and 20 primary schools of Keonjhar district.

Methodology : The following tools were prepared : interview schedule for the headmasters, teachers' interview schedule, students' interview schedule and interview schedule for community members. The data were analysed with the help of simple statistical technique.

Major findings and action points : (1) **Findings concerning infrastructure and management of schools** : (i) More than half schools were working with five or more classrooms. (ii) More than half schools had two teachers where the apparent teacher-pupil ratio was 1:45. (iii) It was found that in single teacher schools instructional programme was suffering heavily when the teacher proceeded on leave. In such situation single teacher schools were closed for the day. (iv) More than 50% teachers followed proper sitting arrangements. (2) **Findings concerning - Teachers and teaching learning process** : (ii) More than 55% teachers had professional qualification. (ii) In single teacher schools, because of heavy pressure of work, the teacher generally treats the teaching of different subject casually and to suit the convenience consequently, children do not get regular and systematic instruction in different subject areas. (iii) Most of the teachers did not take necessary interest in adopting activity - based teaching due to lack of support system. (iv) Most of the teachers did not take necessary interest in preparing lesson plans for teaching in multigrade classes. (v) Majority of the teacher were practicing monitorial assistance of teaching effectively in multigrade situation. (vi) It was found that mixed ability grouping could not be formulated for the organisation of whole class activities in selected curricular areas. It was felt that group leader should conduct the activities with the guidelines of teacher. (vii) Most of the teachers were not oriented in preparing TLM for organisation of activities. (viii) Most of the teachers did not take any pains for explaining difficult concepts to the pupils. It is recommended that CRC should see that such concepts are being explained to the pupils. (3) **Findings concerning syllabus :** (i) In the opinion of the teachers, due to introduction of activities in different subjects, syllabus was not covered in a year. (ii) Most of the teachers gave home-work and its regular correction and providing feedback to the students, for their improvement were also done by the teachers. (iii) Most of the members of VECs were not coming to the monthly meetings regularly. (iv) Most of the teachers were using TLM in the classroom frequently. {OR/38}

SWAIN, TRILOCHAN. 2001. **An evaluation on teacher's training imparted and classroom transactions - An impact of DPEP intervention in Ghatagaon block of Keonjhar district.** *Orissa. DPEP. DIET Keonjhar.*

Objectives : (i) To examine the teacher's use of the activity method of teaching learning process in primary classroom setup and pupils participation in learning process, (ii) to assess the benefits available to the pupils, in terms of their learning achievement and their interest as a result of introduction of activity method of teaching, and (iii) to examine the level of acceptance of activity based teaching learning process by teachers and pupils.

Scope and geographical coverage : The study is restricted to 300 class III students and 40 primary school teachers of 20 primary schools of Ghatagaon block of Keonjhar district. The study is also confined to the impact of activity based participatory training.

Methodology : The target group consisted of 40 teachers including headmasters and 300 class III students. A questionnaire for teachers, an interview schedule for headmasters, Classroom observation schedule, - to observe the classes of the sample teachers and examination records were prepared. To study the achievement of students, the examination records for the academic session 1995-96 and 1999-2000 served the purpose. Simple statistical devices like percentage analysis, ranking, mean value and t-test have been used to arrive at the findings.

Major findings and action points : (1) In 20% schools the approach was not being adopted. (2) Teachers did not prepare lesson notes in accordance with the new approach. (3) 95% teachers had not prepared activity bank. (4) In none of the sample schools there was regular use of TLMs while conducting activity based teaching learning practice. (5) In most of the schools, teachers used TLM purchased from the local markets. (6) In the case of 43% teachers for teaching through the new approach, activities were not suitable for the topics and for the class. (7) No teacher was paying special attention to disadvantaged groups. (8) In case of 71% of teachers, classroom discipline was maintained through forceful instructions in activity based class. (9) In 65% schools, teachers did not involve the students in the preparation of TLMs. (10) In 65% schools there was no spontaneous involvement of learners. (11) In 65% schools there was uninteresting atmosphere. (12) There was partial acceptance of activity based, participating - approach in the case of 55% teachers. (13) In the opinion of 85% teachers, the course could not be completed if activity based participatory approach was followed. (14) There was no significant improvement of the achievement of learners as a result of introduction of the new approach. [Project duration : 1999-2000] {OR/39}

SWAIN, TRILOCHAN. 2001. **An investigation into the utilization of teachers' grant and school improvement grants in Keonjhar district.** *Orissa. DPEP. DIET, Keonjhar.*

Objectives : (i) To find out the different ways as to how the teacher grants (TLM) have been utilised, (ii) to find out the different ways as to how the school improvement grants (SIG) have been utilised, and (iii) to study the use of TLMs by the teachers in their classroom instruction. 4. To study the effectiveness of the aspect on which the SIG have been spent.

Scope and geographical coverage : The study was limited to 65 schools of Keonjhar district.

Methodology : 5 schools (where school improvement grants have been distributed) in each of 13 blocks of Keonjhar district were taken as sample. Data sheets about utilisation of TLM (for the year of 1997-98, 1999-2000) and SIG (for the year of 1997-98, 1998-99, 1999-2000) grants, classroom observation schedule and school records were taken as tools. Simple statistical analysis - like percentage analysis and histograms were used to show the findings.

Major findings : (1) School Improvement Grants have not been spent according to the guidelines. (2) 8% of the sampled schools had not received the SIG, 1999-2000. (3) In 100% schools, discussion took place in the VECs with regard to the utilization of SIG. (4) In 34% schools, the school condition did not seem to have improved. The SIG grant did not seem to have brought about any change. (5) Proper supervision was not made by the VEC members in 31% schools, with regard to the utilization of SIG. (6) 81% teachers were teaching without using teaching learning materials. (7) Even in the schools where TLM were used in the classroom, only 20% teachers were using it properly and appropriately. (8) In 77% schools, teachers were seen teaching without having lesson-plans. (9) 65% TLM grants have been used in purchasing materials other than TLMs and 35% have been spent in preparing TLM. (10) 100% teachers did not follow the guide - line while using the TLM grants. (11) 100% teachers did not prepare TLMs following the scheme month - wise, class - wise and subject - wise. (12) TLM catalogues had not been maintained in all schools.

(13) The preservation of TLMs was not satisfactory in 63% schools. (14) Freedom was not given to the individual teachers in 54% schools in spending TLM grants. In those schools grants were spent centrally. (15) 8% schools had not received 3rd phase of TLM grant. (16) In 100% schools 'project work' was not prepared. (17) There has not been proper monitoring, supervision and inspection by CRCCs and BRCCs, regarding the preperation, use and preservation of TLMs in schools.

Implications and action points : The study should help to discover why teachers fail to prepare and use appropriate TLMs and hence support can be given to them to improve them and use them in classroom practice. It identifies the strengths and weaknesses in the utilization of Teacher Grant and School Improvement Grant. Actions should be initiated on the basis of the study findings for proper utilization of the grants in future in the larger interest of primary education of the district. {OR/40}

RAJASTHAN

AGARWAL, N. K. & SHARMA, B. L. 2002. **Impact of Pedagogical Strategies.** *Rajasthan. DPEP. Balaji Education Support center, Sikar.*

Objectives : (i) To assess the quality of training and teaching in the classroom, (ii) to assess the training needs of the primary teachers, (iii) to understand the pattern of utilization of schools' and teachers' grants and support received for effective utilization, and (iv) to understand the effect on school performance of other inputs or the incentives such as rationalization of teachers and construction of new schools, repairing of old buildings.

Scope and geographical coverage : The study was undertaken in 8 Panchayat samities. 28 schools (4 schools from each P.S.) were selected randomly in all the seven blocks.

Methodology : The data were collected through interview schedule, developed to obtain responses to specific questions on in-service teachers' training, teaching learning materials, role of DIET, BRCs, CRCs and district level functionaries, construction work and capacity building. This was supplemented by observations, informal discussions with teachers, BRCs and CRCs etc. The main inputs of pedagogical renewal were in-service training of teachers, support provided by DIET, BRCs and CRCs to schools and the teachers for improving the quality of education. The data were collected with the help of BRCCs and CRCCs of that area.

Major findings : (1) Many teachers of the district were functioning under the handicap of having very high teacher pupil ratio, small size of classrooms and school facilities. (2) Besides teaching, primary teachers were expected to perform a number of non-academic assignments like distribution of official daks, circulars etc., to near by schools, collection of salaries from BEEO's office, pulse polio campaign, educational survey, election work etc. (3) The above constraints along with training programmes and participation in multifarious activities during school hours, had adverse effect on classroom teaching. (4) The civil works, training, SFG and TLM grants etc. have significantly improved the school environment. (5) It has also increased the enrolment and retention especially for the disadvantaged girls.

Implications and action points : The following steps will be advisable in order to have positive impact of pedagogical activities to promote quality education: (1) Possibility of providing subject specific teachers may be explored to achieve desired results. (2) More effective use of Audio-visual aids/Print media in training should be emphasised. (3) Training through teleconferencing should be adopted to check the 'Quality dilution' and

'Transmission-loss'. (4) The need of child-centered approach in elementary education should be stressed. (5) The very structure, design and training methodology of the primary teachers' training programme should be fully geared to realization of benefits of these activities. (6) Training programmes and multifarious activities of DPEP should be organised during school holidays. (7) School facility grant of Rs 2000/- per annum was not sufficient and may be increased to Rs 10000/- per annum so as to improve the school environment. {RJ/01}

AGARWAL, N. K. 2002. **Impact of incentive schemes on enrolment and retention of students at the primary level with special reference to the girl students.** *Rajasthan. DPEP. Balaji Education Support Center, Sikar.*

Objectives : (i) To examine the perception of parents, head teachers and teachers about the quantity and quality of each of the incentive schemes supplied to the schools and demand position of each of them, (ii) to study the role of incentive schemes on promotion of enrolment and retention of children particularly girls in the govt. primary schools, and (iii) to examine the problems that have emerged in the implementation of nutritional and ancillary incentive schemes.

Scope and geographical coverage : Sikar district (DPEP Phase I), Rajasthan.

Methodology : Data for the study were collected randomly from 32 primary co-educational schools of the 8 Panchayat Samities of Sikar district. Interview schedule was prepared to ascertain the perception of head-teachers, teachers, social workers and students etc. on the existing incentive schemes. Problems and bottlenecks regarding the supply of each incentive were also discussed separately.

Major findings and action points : (1) Along with textbooks, stationary items should also be made available to children of below poverty line (BPL) families. (2) Textbooks should be supplied timely at the beginning of the academic session. (3) Free textbook facility provided to girls should be extended to the boys of upper primary schools. (4) Free uniform to the children of SC, ST, economically weaker sections and BPL families should be initiated as undertaken by other states in India. (5) The attendance scholarships were given to the girls of primary schools to improve enrolment and retention of girls in states like Madhya Pradesh. The same system should be adopted in DPEP districts of Rajasthan to encourage girl students. (6) Special incentives should be given to the handicapped children according to the physical disability. (7) Mid-day meal facility should be extended to the children of alternative schools and madarsas.

Implications and action points : (1) Incentive schemes did have a positive impact on enrolment, attendance and retention of primary students, particularly girls. (2) Dropouts prevailing among SC, ST, Minorities and other weaker sections particularly girls was due to several reasons like child marriage, being engaged in remunerative work, poor economic conditions, lack of lady teachers etc. (3) If the existing incentive schemes are made available in time and their supply is regulated and provided only to poor children, it can have a positive impact on enrolment and retention of children. {RJ/02}

GARG, ASHOK. 2002. **An assessment study of training programme for in-service teachers.** *Ganganagar (Rajasthan). DPO, DPEP.*

Objectives: The main objective of the study was to examine the qualitative improvement in teachers due to training programmes and to get suggestions on removal of difficulties faced by teachers during in-service training. The aims of the study were : (i) To know the problems of in-service teachers' training, (ii) to solve these problems properly by giving suggestions, (iii) to know the results and effectivity of in-service teachers, and (iv) to find out the reasons of improper teaching based on the in-service training received by teachers.

Scope and Geographical Coverage: Ganganagar, Karanpur, Padampur, Suratgarh, Raisingnagar, & Anoopgarh blocks in Ganganagar district.

Methodology: The sample comprised of 14 Primary & Upper Primary Schools situated in Ganganagar, Karanpur, Padampur, Suratgarh, Raisinghnagar & Anoopgarh blocks of the Ganganagar district in Rajasthan. The in-service teachers of Government Primary / Upper Primary Schools have been selected randomly. Survey and observation method was used for the study. A questionnaire was developed to collect information from teachers as well as headmasters. To analyse the collected data, averages and percentage were calculated.

Major findings : (1) All the headmasters felt that the training was provided to all the in-service teachers and all the teachers would teach effectively and use TLM to the maximum extent due to motivational training. (2) 80% headmasters felt that the DPEP has provided TLM, Toys and basic physical facilities to Government Schools. (3) All the headmasters accepted that the teachers were using TLM in teaching work regularly after getting training as well as TLM grant provided under DPEP. (4) All the headmasters were of the opinion that the motivational training should be given to teachers regularly and timely. (5) The training had created self-confidence and knowledge of new teaching technique in teaching. 80% headmasters felt that it had shown positive changes in teaching work of teachers. (6) 80% headmasters were of the opinion that all the students read & write with full interest in the class at the time of teaching done by the trained teacher. (7) Most of the headmasters felt that enrolment and retention rates had increased due to new teaching methods adopted by the trained teachers. The students come to school regularly and in time due to attractive & effective teaching. (8) All the teachers of primary and upper primary schools felt that TLM was being used in the classroom. (9) All the teachers agreed that DPEP had provided a sum of Rs. 500/- per annum to every teacher as TLM grant. Positive changes had taken place in the educational quality due to better teaching with the help of TLM. (10) All the teachers felt that the students took keen interest in study and tried to understand the subject contents in better way. (11) All the teachers felt that games were very effective for regular attendance of the students. (12) All the teachers agreed that DPEP had provided 9 days residential-training to in-service teachers. (13) All the teachers agreed that the training should not be residential due to some problems viz. - improper arrangements for stay at night, lack of food & water. Resource persons are not fully qualified & trained and training is not given according to the syllabus.

Implications and action points : According to the opinion of the headmasters, the following suggestions for qualitative improvement under the training programme are : (a) The motivational training should not be residential. (b) The training centre should be located in an urban area. (c) Training should be organised during the school holidays only. (d) Timely monitoring of classroom observations is essential. (e) There is a need of experienced, trained & highly qualified resource persons. According to the opinion of the teachers, the following suggestions were - (a) Duration of the motivational training should be reduced. (b) It is essential to improve the quality of food. (c) An adequate residential facility for trainees is needed. {RJ/03}

GILL, M. S. 2002. **A comparative study of Physical and Co-educational environment in Govt. and Private Schools.** *Rajasthan. District Project Office, DPEP. Ganganagar.*

Objectives : (i) To conduct a comparative study on physical, educational and co-educational aspects relating to private and Govt. Schools, (ii) to study various difficulties faced in the Govt. Primary Schools, (iii) to submit suggestions for necessary arrangements in Govt. Primary Schools, (iv) to find out the problems faced by the students regarding teaching the classes in groups, (v) to know the attitude of students and their parents towards teachers/headmasters of Private and Govt. Primary Schools.

Scope and Geographical coverage: Ganganagar, Padampur, Karanpur, Raisinnagar, Anoopgarh, Sadulshahar & Suratgarh Panchayat Samities in the Ganganagar District (Rajasthan)

Methodology: Selection of sample for the study was done by using both Purposive and Random Sampling Methods. The sample comprised of 6 panchayat Samities in the Ganganagar district, 16 Govt. Primary Schools and 16 Private Schools, 32 Headmasters, 64 Teachers & 160 Students in Ganganagar district and from both rural and urban areas in equal number. Survey and Interview Method was used for collecting data for the study. The data was collected through questionnaire developed for teachers, students and headmasters. The collected information was analyzed through mean and percentages.

Major findings and action points : (1) All the teachers were fully qualified and trained in Govt. Schools, only 19% of the headmasters were untrained in Private Schools. (2) 74% of the students in private schools belonged to general category while 84% students belonging to economically weaker sections were getting education in Govt. Schools due to incentives like free text books, mid-day meal, free education etc. (3) 61% teachers were trained and post graduate. There were more educated and trained teachers in Govt. Schools than in private schools. (4) All types of school facilities were available in the private schools, but there was lack of basic physical facilities in Govt. Schools. (5) 70% of the Private Primary Schools did not use Govt. textbooks & story books while all the Govt. primary Schools were using Govt. text books & story books and these books were given distributed free of cost to the students. (6) 70% headmasters of private schools felt that there should not be any class without teacher. If the teacher was on leave then an alternative arrangement was made by the headmaster in private schools but not always in Govt. schools. (7) All the headmasters of private schools had been supervising home work completion and its proper checking in the class. (8) Headmasters in private schools said that the teachers deputed for work other than teaching, affects the teaching partly; while 70% of the headmasters of Govt. schools were not in favour of assigning any non-teaching work to the teachers. (9) 82% of the headmasters of private schools were sensitive towards co-curricular activities, while in Govt. Schools all the headmasters took interest in such activities due to training programme. In both the types of school all the headmasters were active towards Bal Sabha. (10) Better coordination was there in between parents and the headmasters in private schools. 75% of the headmasters of private schools felt that there should be direct contact between parents & teachers. (11) Parents took more interest in private schools due to facilities provided by these schools like regular teaching, teaching in English, school being in neighborhood, sufficient number of teachers, attractive co-educational activities, regular contact with parents etc. these had positive impact on parents. (12) 63% teachers of private schools felt that the disciplinary action should be taken by the headmasters against students if the students disobey orders, while 59% teachers of Govt. schools had been contacting the parents. (13) 88% teachers of private schools were accepting and obeying the instructions given by the headmaster. (14) More than 85% teachers of both the schools were using TLM and were organising co-educational activities. (15) The parents' meeting were organized in Govt. and private school. Some parents did not attend the meeting in Govt. schools while all the parents were attending the meeting in private schools. (16) All the teachers of Govt. Schools felt that they were deputed in other activities for addition to teaching while only 69% of the teachers of private schools felt so. {RJ/04}

JAIN, KAMALA & ASSOCIATES. 2001. **Study of Learners' evaluation process from class I to V in the Rajasthan State.** *Rajasthan. DPEP. SIERT, Udaipur.*

Objectives : (i) To study the present learners' evaluation process from class I to V, (ii) to know the perceptions of teachers, wards and parents about evaluation process, (iii) to examine the present evaluation process in the context of overall development of the child, (iv) to give suggestions on strengthening the evaluation process and making it effective.

Scope and geographical coverage : Bhilwara, Bharatpur, Jodhpur, Ganganagar, Dungarpur and Jhalawar districts.

Methodology : Survey method has been used for the study. For the study, One district from each of the 6 divisions in Rajasthan have been selected. The sample comprised 120 schools, 120 H.Ms., 120 teachers, 360 students and 60 selected guardians. Questionnaire for Headmasters and teachers and Interview schedule for students and parents were prepared.

Major findings and action points : The following results have been derived from the views expressed by HMs and teachers about various dimensions of evaluation system. (1) 89% HMs and 84% teachers agreed that the present written exam evaluation system was well managed. (2) 53% HMs and 425 teachers agreed to determine contents separately for each and every exam. (3) 75% HMs and 67% teachers agreed with the need for supplementary exams. at primary level. 95% HMs and 98% teachers have accepted the idea of sudden inspection during exams. The study reveals that BEOs and Edu. Ext. Officers have inspected maximum schools during exams. 98% HMs and 97% teachers agreed on the need to check or present wrong practices in exams. (4) 96% HMs and 95% teachers endorsed invigilation work with full spirit in examination room. 94% HMs and 96% teachers felt that students experienced difficulty in understanding the question paper language during exams. (5) 90% HMs as well as teachers agreed that the answer books of half-yearly exams should be shown after its checking. 94% HMs and teachers accepted the security and secrecy of question papers. Above 97% HMs and teachers agreed to follow rules to prepare results. (6) More than 84% HMs and teachers were fully satisfied about the present oral exam system. Like wise more than 89% HMs and teachers were fully satisfied with the way the written exam at primary level was managed presently. More than 79% teachers and HMs felt the need of training for setting of question papers. 53% HMs and teachers were in favour of remedial training after the results were declared. **Students' view on evaluation system** : (7) 96% students were satisfied about the oral system of exam. More than 93% students expressed acceptance regarding language of questions asked in oral exams and also time frame for it. (8) 99% students were satisfied with the pattern of question papers. More than 90% students agreed 0n syllabus, language of questions, prescribed time to give answers, number of questions and proper arrangements to provide answer books, etc. **Guardians' views** : (9) 92% parents agreed that examination system was managed properly. 93% parents were in favour of supplementary exams. Only 65% parents were in favour of actual assessment of learners. (10) 90% parents agreed with oral exams. and 53% parents accepted that students felt fear in giving answers. (11) 96% parents accepted the pattern of question papers. 76% Parents were satisfied with the size of the question paper. 90% parents said that they understood question papers easily. {RJ/05}

KUMAR, RAJ. 2002. **To study regarding out of school children of Migratory families - Its causes and solutions.** *Rajasthan. DPEP. DPO, Jhunjhunu.*

Objectives : (i) To know how the social/personal status of the family affects enrolment ratio, (ii) to know the reasons why the non-school-going children of migratory families do not go to school, (iii) to know the attitude of guardians towards children's enrolment in schools, (iv) to know the position regarding taking care of health and livelihood of children of migratory families, and (v) to trace out any other alternative measures to enroll children in schools. To find out what kind of difficulties the children are facing?

Scope and geographical coverage : Udaipurwati and Chidawa blocks of Jhunjhunu district.

Methodology : The study comprised 40 migratory families, 10 teachers/public representatives living in Chidawa and Udaipurwati Panchayat Samiti. Sample was taken on the basis of purposive sampling method. A self-made questionnaire containing 35 questions was developed and used as a tool for the study. Survey method was used to know the causes for non-enrolment of non-school going migratory children and the family status of migratory people and their sources of income, attitude of parents towards primary education etc. For the interpretation of data collected, percentages were calculated.

Major findings : (1) 86% migratory children were not enrolled due to old traditions. (2) 98% migratory children were economically poor, it kept them deprived of education. (3) It could not be possible for migratory children to enroll in the same school for the whole session. (4) The study concludes that efforts were made by the Govt. to enroll children (5) 78% parents did not take care of the health of their children.

Implications and action points : (1) Education should be given in nearby Govt. Primary schools at the changed places to the migratory children. (2) Residential teaching facility should be provided for children. (3) Free textbooks, clothes and nutritious food should be given to these migratory children who are deprived of primary education. (4) Housing facilities should be given to migratory families permanently. Providing employment is also necessary. (5) Hostel facility for migratory children at Panchayat Samiti level are also essential. {RJ/06}

MAHALA, SANWARMAL. 2002. **A study on 'Errors in pronunciation and spelling of Hindi words in primary classes'.** *Rajasthan. DPEP. DIET, Jhunjhunu (Rajasthan).*

Objectives : (i) To know the impact of standard pronunciation of Hindi language on Teacher-Students, (ii) students may freely express and communicate in their family and school surroundings, (iii) to build capacity in using correct language and reform school surroundings with correct pronunciation, and (iv) to make efforts for removing the influence of pronunciation of local dialects.

Scope and geographical coverage : Three schools from Jhunjhunu Panchayat Samiti and one school from Nawalgarh Panchayat Samiti were selected.

Methodology : Random sampling method was used for collecting the data. 10 to 40 students from class III to V standard from each school were selected. Survey forms, Interview schedule, Supervision list and Hindi word list were prepared for interview of Hindi teachers and class III to V students. Students were examined for correct pronunciation through writing Hindi words on the blackboard and check spelling mistakes in oral pronunciation.

Major findings : (1) With the help of words schedule prepared for pronunciation, it was observed that 70% teachers themselves committed errors in pronunciation while only 30% teachers pronounced correctly. (2) Keeping in view standard sounds 95% students pronounced glossary incorrectly while only 5% of students could pronounce the standard sounds correctly. (3) Through discussions with teachers on errors in pronunciation and spelling of Hindi words, it was found that errors were made due to habit formation and could be rectified only gradually through de-learning.

Implications and action points : (1) Headmasters should effectively evaluate the answer books of written home work. (2) Teacher should undertake the remedial and corrective teaching to improve spelling and pronunciation of Hindi words. (3) Hindi teachers should have compulsory knowledge of standard sound of Hindi words. For this, besides attending training camps, teachers should have deep study of Hindi textbooks and Hindi grammar. (4) Teacher should do self - assessment and keep in mind not to commit errors in pronouncing Hindi words. (5) Students should be checked from committing spelling errors, written home work should be checked carefully, errors should be identified and each error should be corrected and written at least five times. (6) During teaching correct and standard pronunciation of difficult Hindi words is essential. Students should be made to practice frequently the pronunciation of difficult words. (7) As far as possible, Hindi graduate teachers should teach Hindi as a language. {RJ/07}

POONIYA, AMAR SINGH. 2002. **A study of DPEP in Khetri Block in Jhunjhunu district, Rajasthan.** *Rajasthan. DPEP. SPO, Jhunjhunu.*

Scope and geographical coverage : Khetri block in Jhunjhunu district.

Objectives : (i) To find out educational qualification of CRC coordinators working in Panchayat Samiti Khetri in Jhunjhunu district, (ii) teacher's support and motivation - to estimate innovative attitude towards training for TLM preparation, motivational teachers' training and teaching etc., (iii) to find out the impact of motivational activities of boys and girls on their enrolment, (iv) to assess availability of physical resources, and (v) to find out the level of participation of MTA and SMC.

Methodology : To conduct the study, 40 primary school teachers of 20 Govt. Primary Schools from 4 Cluster Resource Centers have been selected randomly. The study was based on the data collected from BRC functionaries, Head Masters and teachers. School record schedule and teacher schedule has been prepared to collect the data. Simple correlation, standard deviation and Spearman's Rank Correlation had been used for analysis and interpretation of data.

Major findings and action points : (1) Only one CRCF was post graduate, motivation and academic support should be given to CRCF. (2) The position of database was very poor at block level. It should be strenghtened. (3) The school facility - grant given to schools, has not been utilised in 15% cases. It has been suggested to remove mismanagement and prepare guidelines for use of school facility grant. (4) The toilet facilities were provided in 80% schools and repair work was done in 20% school building. Proposals of repair/beautification of deprived school buildings should be prepared. (5) There was a need to give guidelines to form MTA for deprived schools (6) An attractive plan should be prepared for students to motivate the child to be regular. Games - activities were being emphasised in Bal Melas. (7) Number of educated females should be increased in SMCs. There is a need to orient and mobilise the members of SMC and MTA so that they could take part actively in DPEP. More than 88% teachers have changed their attitude towards TLM development. (8) It has shown a positive impact on activities as 97% teachers accepted it.

(9) To encourage innovative activities and their dissemination, it is suggested to publish monthly/quarterly magazine and make it available to the teachers. {RJ/08}

SHARMA, B. K.; SHARMA, V. D. AND MAHAVIR, JAI. 2002. **Study of Utilisation of Teacher Grant for Preparation of Teaching Learning Material**. *Rajasthan. DPEP. Bhilawara.*

Objectives: The main objective of the study was to find out the position of TLM purchased and its proper use so that the teaching becomes joyful, effective and easy. The following aims were as under (i) To know about TLM purchased by the teachers with the grant distributed, (ii) to get the knowledge of TLM prepared by Teacher Grant, (iii) to assess the situation of the use of teaching learning material, and (iv) to find out the position regarding teaching material directly purchased from the market by the teachers.

Scope and Geographical Coverage: Shahpura and Jahajpur Block of Bhilwara district.

Methodology: The sample comprised : 2 Upper Primary schools, 6 Primary schools.. One UPS and five PS were selected at random from Shahpura block and one UPS & one PS were selected at random from Jahajpur Block. The data were collected for the study by filling up the questionnaires. After that the collected information has been tabulated separately for Headmsters, teachers & students for analysis and interpretation.

Major findings: (1) All the headmasters agreed that DPEP should provide TLM grant to all the teachers. (2) About 87% of the headmasters conveyed that the teachers had utilised a sum of Rs. 500/- in preparation and purchase of TLM. (3) 62.5% of the headmasters said that the teaching learning material was not available earlier or before the grants were provided to teachers. (4) 75% headmasters accepted that the teachers had used TLM in teaching before the grant was provided to them. (5) 50% of the headmasters said that the material purchased by the teachers had not been entered into the stock registers. (6) All the headmasters felt that an improvement in achievement level of learning among the students had occurred. (7) About 62% headmasters had accepted that TLM grant to teachers had not been provided directly. (8) Nearly 87% of the headmasters had accepted that the TLM grant for teachers was adequate. (9) About 83% teachers had used the TLM grant to prepare teaching learning materials. (10) Only 44% teachers were able to spend about half of TLM grant in preparing the teaching learning material. (11) About 88% teachers had purchased the TLM directly from the open market. (12) About 78% teachers felt that the TLM grant of Rs. 500/- was sufficient but 17% teachers did not feel so. (13) Nearly 94% teachers were utilising TLM grant. (14) About 72% were in favour of providing the grant in cash while 28% teachers were not in favour of that. (15) 17% of the teachers were of the opinion that TLM should be provided in the form of raw material. (16) Only 55% teachers had done entries of the purchased teaching learning materials in the stock registers. (17) The teaching - learning materials purchased by the teachers contained maps, charts, globe, Maths. kits, abacus, alphabet sets, poem charts, models, etc. In addition to that, self-prepared material contained models prepared with thermocoal, charts, poems, story pictures on card sheet etc. (18) 81% of the students conveyed that TLM was being used by the teachers since last year. All the students were enjoying the use of TLM in teaching. (19) 69% students were willing to prepare the teaching learning material themselves, while 31% of the students did not want to prepare any TLM.

Implications and action points : (1) The teachers who were not in favour of the TLM use in teaching, should be made to do so by the supervising officers. (2) It should be compulsory to enter the purchased or self - prepared TLM in the stock register. (3) The teacher grant should be utilised for preparing of TLM by the teachers. (4) Most of the teachers had purchased TLM directly from the market. It was not proper. TLM should be prepared in the school by the teachers. (5) The students should also participate in the preparation of TLM along with teachers. {RJ/09}

SHEIKH, ABDUL GANI & SAMARIA K. C. 2002. **Study of impact and usefulness of bridge/condensed courses.** *Rajasthan. DPEP. DPO, Bhilwara.*

Objectives : (i) To study all the aspects of bridge/condensed courses, (ii) to know the perception of girls, para-teachers, guardians and evaluators about bridge condensed course, (iii) to study the impact of bridge/condensed course on the basis of experiences of parateachers and evaluators, (iv) to examine the evaluation process in the context of overall development of girls by using teaching technique in bridge/condensed course, (v) to study the educational impact within the prescribed limits of bridge/condensed course, and (vi) to study the role of bridge/condensed courses in achieving the goal of primary education in rural areas where non-school going girls are in majority.

Scope and geographical coverage : Asind (had two bridge course centers), Mandal and Suwarna blocks in Bhilwara district.

Methodology : The sample comprised of 3 blocks, 4 Bridge Course Centers, 80 girls, 12 parateachers, 80 guardians and 12 evaluators. Survey method was used for the study. A set of interview schedule for girls and parents was developed. Questionnaire was developed to obtain responses to specific questions from girls, parateachers, evaluators and parents.

Major findings : (1) 75% parents were happy about residential facility while 25% parents felt that the arrangements were not proper keeping in view the seasonal condition. More than 90% girls and parateachers were satisfied with housing facility jointly provided by DPEP and community. (2) More than 90% parents, girls and parateachers were fully satisfied with the quality and quantity of food items provided at bridge course centers, and also with timely and regular supply of food. (3) The complete liability of parateachers, CRCFs and SMC members was to join the girls with the mainstream of education. (4) According to the parents the quality of teaching was better in bridge courses in comparison to formal schools. Students were happy with joyful learning and class-work. 50% parateachers were of the opinion that 3 months course for class III and IV was not sufficient and should be extended and numbers of parateachers should be increased also. (5) All the parents were fully satisfied with evaluation system but the students were not in favour of the examination in all the papers being conducted on the same day, as it makes them tired. (6) All the girls and their parents, parateachers and evaluators were in favour of remedial teaching for weak students. (7) 60% parents were in favour of further regular study for girls of the course, while the rest 40% were not in favour of further study due to social traditions customs etc. (8) All the parateachers had positive attitude towards utility and effectiveness of the bridge course for the deprived girls in the age group of 8-14 years.

Implications and action points : (1) Proper residential facility according to seasonal conditions should be provided. (2) Additional parateachers should be provided with increase in the number of students and classes. (3) Day boarding facility should be provided if all girl students are local. (4) The bridge course duration should be increased by one month for class III and IV. (5) Educational tour should be organised in every quarter. (6) Every parateacher should be given three days orientation training every a quarter and they should be motivated for effective and successful teaching. (7) Girls should be connected with the mainstream of education after completion of bridge courses. The girls who were not enrolled in formal schools should be admitted to appear in class V Board exam as private student. {RJ/10}

SINGH, BALBIR & DHAKA, SULTAN SINGH. 2002. **A report on the status of girls' education and DPEP intervention in Sikar district of Rajasthan.** *Rajasthan. DPEP. SPO, Sikar.*

Objectives : (i) To study whether gender is recognised as an important social variable or not, (ii) to study the status of girl students and lady teachers in the district, (iii) to find out the factors responsible for gender discrimination, (iv) to find out the literacy rates and the possible causes of low literacy rate of females in the district, (v) to study the role of SMCs, MTAs, PTAs and other, related organisations working for ensuring girls' participation in primary education, and (vi) to analyse the steps taken for motivating parents/community to create demand for girls' education.

Scope and geographical coverage : Sikar district (DPEP Phase - I) Rajasthan.

Methodology : Data related to enrolment of girls, appointment of lady teachers, literacy rates of female etc. were collected and the survey work was carried out in all Panchayat Samiti. Random sampling method was adopted.

Major findings and action points: (1) Workshops on girls education, equity, gender sensitisation, health and hygiene, nutrition, women's empowerment, communication skills and self awareness etc. should be organised. (2) Textbooks should be developed with stress on gender perspectives and gender equality and should be included in teacher's training modules. (3) Apart from the existing incentives, some more incentives like free uniform, attendance allowance, stationary allowance, free transportation by state/private bus etc. should be extended to the girl students of weaker sections. (4) Girl child motivators should be appointed in all the blocks of the district so that positive environment can be created. (5) The school environment and the classroom process should be made congenial and supportive. (6) The school timing in girls' schools should be flexible or as per the convenience of girl students. (7) More lady teachers should be appointed in primary schools so that the girls can solve their problems through them. (8) Growth with equity leads to the accentuation of structural disequilibria that constrains growth itself. In order to reduce the prevailing gap between male and female, the social concern for the two must be handled together. (9) Gradual elimination of gender gaps in all educational matters is needed. {RJ/11}

SINGH, FATEH. 2002. **Impact of District Primary Education Programme on enrolment and attendance of boys/girls.** *Rajasthan, DPEP. DPO,Ganganagar*

Objectives : (i) To know the impact of interventions implemented under DPEP especially on enrolment and retention, (ii) to find out the problems faced in enrolment and attendance of the children, (iii) to make corrective measures for solving these problems, (iv) to give suggestions for achieving the goals of DPEP effectively, (v) to find out the reasons of dropping out after enrolment in the school and also the reasons of absence of the children from their classes.

Scope and Geographical Coverage: Ganganagar, Karanpur, Anoopgarh, Raisinghnagar, Suratgarh, Padampur & Sadulshahar blocks in Ganganagar district.

Methodology: For the study the sample comprised of 7 Panchayat Samities and the blocks namely, Ganganagar, Karanpur, Anoopgarh, Raisinghnagar, Suratgarh, Padampur & Sadulshahar in Ganganagar district. The sample comprised of 15 Cluster Resource Centres and 15 Primary/Upper Primary Schools in Ganganagar district. Simple Random Sampling method was used for selecting schools for the data collection. Tools for the study were questionnaires for teachers, for headmasters and for Cluster Resource Centre Facilitators. The information was collected with the help of these questionnaires through interview method. The collected data were analysed by using averages & percentages.

Main Findings: (1) 73% headmasters were of the opinion that Cluster Resource Centre Facilitators had contacted parents to motivate them for enrolment of children. (2) All the headmasters felt that Bal Melas, Mahila Meetings and Games Competition, etc. should be organised at Cluster Resource Centre regularly and timely. 94% of the headmasters were of the view that the students would go to school regularly and would participate in these activities with full spirit. (3) 73% headmasters felt that the teachers would adopt new techniques of teaching and joyful learning after getting motivational training, while 27% of the headmasters did not feel so. (4) 67% headmasters felt that the minimum level of learning had increased due to teaching work done by the teachers after the motivational training. (5) 53% headmasters felt that CRCFs were going to school occasionally for joyful teaching while 47% of the headmasters did not feel so. (6) Most of the headmasters said that the SMC members provide necessary help for increase in enrolment and retention. (7) Parents had many problems that hindered enrolment and retention of their children such as; poverty, illiteracy, working children, traditional mind, migration for seeking job, lack of teachers in school etc.

Implications and action points : (1) Community participation is necessary to bring out-of-school children in the mainstream of education. (2) Various types of training should be given to the CRCFs regularly. (3) The headmasters of Govt. Upper Primary Schools should get training under DPEP. (4) Proper coordination between parents and teachers is needed. (5) CRCFs should coordinate all these functionaries like, SMC members, guardinans and teachers, etc. (6) The best worker should be awarded at district level in the form of appreciation letter/cash award etc. (7) There should be proper coordination between DPEP and Education Department so that DPEP may be implemented successfully and effectively. (8) DPEP should publish monthly magazine at district level, based on teaching – learning and other activities. (9) MTA/PTA should be constituted to strengthen girls' education at village level. (10) Additional classrooms should be constructed on the basis of additional enrolment in primary schools. (11) The Community Mobilization Programme, Mahila Meeting, Bal Melas, Kala Jathas and other cultural activities should be organized from time to time so that pubic awareness may be created. (12) Female teachers should be posted in each and every school. (13) Parents of un enrolled children should be invited to attend various programmes run under DPEP. {RJ/12}

SINGH, KRISHNIYA SHER. 2002. **Use and creation of low cost material for effective learning.** *Rajasthan. DPEP. SPO, Jhunjhunu.*

Objectives: (i) To find out the position about utilisation of TLM grant received, (ii) to know the opinion of teachers towards training for TLM use, (iii) to find out efficacy of teachers to decide the needs of TLM, and (iv) to find out the position of utilisation of self - made TLM.

Scope and geographical coverage : Chidawa block, Jhunjhunu district.

Methodology : To conduct the study 90 teachers out of 362 have been selected randomly. The selected primary school teachers have got training of TLM under DPEP. A questionnaire containing 40 questions was developed to collect the facts and to know the attitude of teachers towards TLM training camp. The selection of questions has been made by analysing the data collected from three CRCs with regard to 90 teachers. Quota sampling method was used to collect the data. The collected data was tabulated. Correlation coefficients and standard deviations were calculated. The level of significance at 1% and 5% has been measured by using T- table produced by Garret and Woolworth.

Major findings: (1) 80% teachers had received TLM grant and they had also used it. It is essential to motivate the teachers for the use of TLM amount by issuing guide - lines to them. (2) 67% teachers had positive attitude towards training for TLM preparation. Maximum TLM should be provided to the teachers to create interest in making of TLM themselves (3) Only 23% teachers felt a serious dearth of TLM and tried actively for its utilization and preparation. To decide TLM needs, the subject wise intensive training camp should be organised. (4) 43% teachers used TLM actively and took it as a challenge. The remaining 57% teachers were inactive and used the TLM sometimes. (5) 50% teachers felt that TLM grant was not adequate and did not feel satisfied with training also. (6) 48% teachers felt that there was a lack of proper guidelines to prepare TLM. (7) 64% teachers felt that training duration for TLM preparation was sufficient. (8) 75% teachers were motivated towards use of low cost TLM.

Implications and action points: (1) It was suggested that the collective class work should be done in classroom in the presence of teachers. (2) The daily-diary of the students should be maintained by the teachers. It should be made an assessment point of the educational work. {RJ/13}

SINGH, MAHENDRA & POONIYA, A. S. 2002. **A comparative study of community attitude towards Govt. and Private Primary schools.** *Rajasthan. DPEP, Jhunjhunu.*

Objectives: (i) To know the attitude of the community with regard to resources lying with Government and Private Primary schools, (ii) to find out ability of teachers and self - motivation position of teachers, (iii) to know the attitude towards home - work and teaching methodology, (iv) to know the attitude of children towards moral education, (v) to know the attitude towards teacher - student relations, (vi) to know the attitude towards parent - teacher relations, and (vii) to find out children's attitude towards TLM.

Scope and geographical coverage : Buhana block in Jhunjhunu district (Rajasthan).

Methodology : Random sampling method was used for selection of Govt. as well as Private Primary schools in Buhana block of Jhunjhunu district. 50 guardians of the students have been selected randomly from 10 Govt. Primary schools and the same number from 10 Private primary schools also. A self - prepared measurement tool was used for the study to know the attitude of the community. Standard deviation, correlation and t-test have been used to analyse the data. Classification of the structured answers under the seven goals of the study was done. The collected information was classified and tabulated.

Major findings : (1) Parents were impressed with the attractive primary school building but 56% parents were not satisfied with buildings. In their view, there was no correlation between school building and quality education. (2) Most of the parents appreciated the ability and capability of private schools. (3) 65% parents showed the opined that Govt. teachers were not careful towards their task. (4) 73% parents felt that teachers pay maximum attention on home - work of the students in private schools. (5) Most of the parents agreed with the following activities preferred in the classrooms of private schools - (a) Homework giving and checking of exercise book is perfect. (b) Teaching methods are better. (c) Better attitude and behaviour of teachers. (d) Teaching methods of teachers develop grasping power and learning capacity among students. (e) They develop habit of cleanliness among students. (6) The parents have negative thinking regarding the above 5 points towards Govt. schools. (7) The guardians felt the education in private schools is more child - centered than in Govt. schools.

Implications and action points: (1) To impress the parents, it is essential to beautify the school building. (2) Govt. teachers should be more active, responsible for duties, disciplined, honest towards teaching and punctual. (3) There is a need for frequent supervisions to sensitize teachers towards teaching and home work/class work. (4) Parents feel that use of teaching methods, learners' evaluation and maintenance of work books are performed better in private schools. (5) It is suggested for govt. schools that they maintain daily diary of students and convey to parents the progress of the students. {RJ/14}

SINGH, VIMAL & GUPTA VIRENDRA. 2002. **A study on classroom culture and process from gender perspective.** *Rajasthan. DPEP. Rajasthan Council of Primary Education, Jaipur.*

Objectives : (i) To acquire an understanding of the classroom environment and the learning opportunities available to girls to enable need based planning of intervention to ensure an equitable learning environment, (ii) to get an understanding of teachers' attitude towards boys and girls in various conditions, (iii) to get views of community on school environment and girl child education, (iv) to get an overview of students' family background, awareness of parents towards their wards' education, (v) to acquire an understanding of the differences between boys and girls regarding regularity, discipline, activity participation and gender sensitivity, (vi) to get an understanding of the role of SMC/MTA/PTA in girls education, and (vii) to point out the problems being faced in girls enrolment and retention.

Scope and geographical coverage : Bhilwara, Nagaur and Ganganagar districts in Rajasthan.

Methodology : A participatory approach has been adopted to collect data from 21 schools from the areas with the concentration of SC/ST/OBC/Minority etc. Keeping in view geographical and topographical conditions, 8 schools of Nagaur districts were selected having OBC community, 8 schools of Ganganagar having SC community and the 4 schools were selected in the city of Bhilwara (2 madarsas and 2 six hourly AS). For the collection of data, 6 types of schedules were formulated like classroom and school profile, interview schedule for parents, teachers and members of SMC/PTA/MTA. Observations in the classrooms focussed on 2 aspects namely children and classroom culture.

Major findings : (1) **Urban Schools (Bhilwara)** : (i) The presence of female teachers in the classroom was more than male teachers. (ii) Regarding asking questions teachers did not give priority to girls including in giving instructions also. (iii) Girls were being motivated more than the boys by the teachers. (iv) Bringing water was being assigned to girls. (v) Girls were more late-comers than the boys. (vi) Boys were answering the questions and complaining to the teachers, more than the girls. (2) **Alternative Schools (Bhilwara)** : (i) Presence of male teacher in the classroom was more than the female teacher. (ii) Interactions and giving instructions were more to boys than girls including asking questions. (iii) Teacher used more TLM in upper classes and boys were being involved more in distribution of TLM etc. (iv) Girls were more preferred in checking copies and giving written work. (v) Subject related and task giving specific comments were being received more from the boys than from the girls. (vi) Girls were getting incentives but boys were more punished than girls. (vii) Girls were more active on writing on blackboard. Boys preferred sharing TLM, writing and looking into each others copies.(3) **Madarsas (Bhilwara)** : (i) Presence of male teachers in the class rooms was more than that of female teacher. (ii) Teacher himself used black board, maximum in class II and asked questions only from boys and gave instructions to boys more than the girls. (iii) Boys were more active in teaching-learning process. (iv) Physical education was only for the boys. (v) No latecomers were found and there was no prescribed uniform. (vi) TLM distribution and the bell was being rung by the boys only. (4) **OBC-Desert (Nagaur district)** : (i) Male teachers' presence was dominated in the classrooms. (ii) Girls used blackboard maximum and were prominent in checking copies. (iii) Interaction between boys and teachers was more with regard to girls. (iv) Regarding use of TLM and distribution of the same was prominent in boys. (v) Boys were getting positive comments in subject related matters, giving tasks and home work/class work. (vi) Reprimand and physical punishment was being given to boys more than the girls. (vii) Students were having school uniform. (viii) Boys had more active participation in teaching learning process than girls. They also indulged more in handicrafts, playing and complaining to teachers. (5) **SC-Plain (Ganganagar district)** : (i) The presence of female teachers in the classrooms was more than that of the male teachers. (ii) Teacher himself uses TLM and checks exercise books. (iii) Both boys and girls were latecomers but girls were more particular about uniform and were more disciplined. (iv) Boys were more active in reading, writing, sharpening pencils, making handicrafts, fighting and making complaints. (v) Girls indulged more in reading, drawing and wandering in/out side the classroom. (vi) Interaction between boys and girls was minimum. {RJ/15}

SUMAN, AMIR AHMAD & DUBEY, R. C. 2002. **Position of child labour teaching and resettlement of schools and a comparative study of educational achievement between students in Govt. schools and Child Labour schools.** *Rajasthan.DPEP. DIET, Tonk.*

Objectives : The main objective of the study was to find out how to provide primary education to child labour students through resettlement of schools and regular efforts for educational and vocational development.

Scope and geographical coverage : The study includes 4 child labour schools in Tonk district.

Methodology : For the study survey and interview method were used. Out of 18 child labour schools in Tonk district 8 schools were in urban and 10 in rural areas. 2 out of 8 urban and 2 out of 10 rural schools were selected randomly. Questionnaire was developed to test the achievement level in language and Mathematics for teachers and organisers. Interview schedule was developed for the students of class II.

Major findings : (1) There was lack of playing grounds, teaching material and equipments etc. for students in child labour schools. (2) Presently available buildings with black boards, counting charts, tables, seating arrangements and bell etc. were adequate in child labour schools. (3) Mostly teachers working in these schools did not fulfill even the minimum qualification. There was no solid plan for completion of general formal curriculum within 3 years, used in formal schools. Sum of Rs 100/- p.m. was provided as scholarship to every student on attendance basis. 50 students at a time and overall 895 children were enrolled in these schools. But the actual figure of non-school going children of labour class was not available. (4) The retention of child labour was maximum in schools due to several reasons like nearby location of schools, no fees, free textbooks and scholarships etc. (5) More than 60% was the achievement of the students of class II in Maths. While more than 50% students did not possess knowledge regarding correct use of spellings and proper word construction in language. (6) TLM was not provided in sufficient quantity and if provided not used efficiently because teachers were untrained.

Implications and action points : (1) It is essential to appoint trained teachers in schools so that TLM may be used and used correctly. (2) Untrained teachers employed in child labour schools should be oriented through short - term intensive training camps organised once in a year. (3) It has been ensured to provide minimum TLM to each school without delay. It is essential to supervise and monitor the schools effectively to ensure the proper use of TLM. (4) To study the achievement level of students in child labour schools an effective plan should be prepared to link the students of these schools to the main stream of formal education and a systematic evaluation should be made. (5) Child labour teaching and school resettlement scheme is an ambitious programme to motivate these children for primary education. (6; Teachers' honorarium should be increased and payments should be made in time and regularly. {RJ/16}

TAMIL NADU

ALAVANDAR, R. 2000. **A study on the problems of dropouts from Primary Schools in Kalrayan hills (Vellimalai block) in Villupuram district.** *Tamil Nadu. DPEP. EREM Wing Chennai.*

Objectives : (i) To study the problem of dropouts from primary schools, (ii) to study the family related reasons for dropping out from the schools, and (iii) to investigate the teacher related factors causing dropouts.

Scope and geographical coverage : Vellimalai block being a tribal pocket, situated in Kalrayan hills, has 32 primary schools. Tools which were designed and used for the investigation are School-record schedule and Student and parent schedule.

Methodology : Field investigators with suitable qualifications and experience were selected to collect data through schedules. Field investigators were divided into four groups. Each group was monitored constantly by a BRC supervisor. Three teams each comprising two members formed one groups. Each team was assigned two or three schools to be covered.

Major findings : (1) The total number of dropouts involved in the present study was 93 of whom girls were 47, almost equal in number. (2) The largest number-of-children who have dropped out in class IV (32.3%) and the smallest in class II. (3) More than one half of the children were dropped out in the harvest months namely December, January and February. {TN/01}

DURAISAMY, MALATHY. 2002. **Schooling of the disadvantaged groups: A study of the causes of non-enrolment of Girls and SC/ST Students, in Tamil Nadu.** *Tamil Nadu. DPEP Chennai.*

Objectives : (i) To map the enrolment status (currently enrolled, grade repetition or progress behind schedule, dropout) of SC/ST children, (ii) to compare, the enrolment of girls and boys, and (iii) to identify strategies to strengthen the existing efforts to improve child schooling.

Scope and geographical coverage : DPEP Phase II district Perambalur was taken for the study.

Methodology : Phase II district Perambalur. Field based household survey during January - May 2001. Number of household covered, were about 410 and total number of children of 6-14 years were 757. Questionnaire and interview methods were used, and household survey and focussed group discussions were conducted.

Major findings : (1) 87% girls of 6-10 years of age were enrolled. (2) 88% boys of 6-10 years of age were enrolled. (3) 31% behind schedule girls were enrolled. (4) 30% behind schedule boys were enrolled. (5) Enrolment was higher if parents were illiterate. {TN/02}

DURAISAMY, MALATHY. 2002. **Schooling of the disadvantaged groups in a DPEP Phase II district in Tamil Nadu.** *Tamil Nadu. Indian Institute of Technology, Madras.*

Objectives : (i) To analyse the schooling of girls in the SC/ST community and also examine whether the DPEP and other governmental efforts have reduced the gender gap in primary schooling of SC/ST children in Perambalur district, and (ii) to examine the levels and variations in enrolment of SC/ST girls and boys by child, parental, household and village level characteristics. To examine the determinants of child school enrolment decision and probability of completing primary level.

Scope and geographical coverage : The study has used the data from a primary survey of 410 SC/ST households in 19 villages spread over 5 talukas in Perambalur district in Tamil Nadu.

Methodology : A sample of 766 children (392 in the 6-10 and 374 in the 11-14 age group) form the data base for the study. A structured schedule (questionnaire) and focussed group discussion were used to collect data from the households, schools and elders in the village.

Major findings : (1) 88% children were enrolled at primary level. (2) An important issue was the slow and staggering progress through school with about 26% children, moving behind schedule. (3) Gender differential in enrolment has been nearly eliminated and there was a very small difference i.e. 0.7 percentage points, between enrolment of boys and girls in the primary schools. (4) Parental education has increased enrolment rates and mothers' literacy has increased the enrolment of girls more than boys. (5) Household's economic status was positively related to the enrolment rates of both boys and girls' enrolment and retention. (6) Age of child, household income, distance to water source and availability of electricity were the significant determinants of school enrolment. (7) There was no statistically significant difference between the enrolment of boys and girls. (8) Noon meal scheme, free books, uniforms etc. are found to benefit a higher percentage of girls than boys and these have helped in reducing the gender difference in enrolment.

Implications and action points : (1) The problems of late start and low retention rate need attention and suitable measures are needed to improve child progression and retention rates. (2) Parents should be motivated to send children to schools and children should be induced to attend schools regularly. Alternate schools and provision of cash incentives may be considered. (3) Giving some reward for regular/full attendance and achievement of minimum determined level of learning would also serve as an incentive mechanism to attract and retain children. (4) Incentives and rewards may be given to the teachers to put in more efforts to draw children to school and to motivate them to learn. (5) Programmes to draw and retain children in schools will be more effective if these are integrated with adult literacy programmes and measures to improve village infrastructure such as electrification and provision of drinking water source within easy access. {TN/03}

PANEERSELVAM, A. 2000. **A study on declining enrolment in standard I.** *Tamil Nadu. DPEP. EREM Wing, Chennai.*

Objectives : To study, whether there was any decline in the enrolment of children in standard I.

Scope and geographical coverage : Pernamallur and Chetpet blocks in Tiruvannamalai district. Tiruppullani and Nainarkovil blocks in the Ramanathapuram district.

Methodology : The tools consist of five parts. a) School enrolment schedule b) Questionnaire to be filled up by the Head teacher of the school. c) Households' questionnaire, wherein the data relating to different families in the villages served by the school, were collected. d) School age population in the villages served by the schools. e) Demographic - data of the sampled villages.

Major findings : (1) **Enrolment in standard I** : (i) Decline in enrolment of boys was 29.1% and that of the girls was 24% in Pernamallur. (ii) Decline in enrolment of boys was 21.7% and that of the girls was 19.5% in Chetpet. (iii) Decline in enrolment of boys was 13.1% and that of girls was 21.5% in Tiruppullani. (iv) Decline in enrolment of boys was 11.4% and that of girls was 11.5% in Nainarkovil. (2) **Status of teachers** : Out of 131 teachers working in Tiruvannamalai district 62.5% teachers were women. In Ramanathapuram district out of 91 teachers 66% teachers were women. (3) **School facilities** : Even basic facilities like toilet for girls (available only in 32% schools), furniture for students (available only in 32% schools), play area and games materials (available in 60% schools) were not universally available. (4) **School age population** : There was a decline over the last 5 years. This may offer the plausible reason for the decline in enrolment.

Implications and action points : (1) It was found that the decline in enrolment of girls, was higher than boys in standard - I. (2) A lot of improvement has to be made in basic facilities even in the Phase I schools; lack of these facilities must receive attention of the administrators. {TN/04}

SAMPATH, K. 2002. **A study on dropouts among the Muslim community children from Parangipettai block of Cuddalore district.** *Tamil Nadu. DPEP Chennai.*

Objectives : (i) To study the level of retention at the primary school levels, (ii) to study, the rate of dropouts at the primary school level, (iii) to estimate the difference in the rate of dropouts among boys and girls, and (iv) to study the rate of retention and dropouts during pre-DPEP and DPEP periods.

Scope and geographical coverage : The study was carried out in all the elementary schools found in the Muslim dominated Parangipettai village located in Parangipettai block.

Methodology : The following tools were used: School record schedule, Students' schedule, Teacher's schedule, Household schedule, Field notes and handbooks. The study was conducted by visiting schools, teachers, parents, dropouts and NGOs. To know the efficacy of the prepared tools, a pilot study was conducted.

Major findings : From all the 12 schools, out of 1050 students belonging to Muslim community, 71 students were found to be genuine dropouts during the period of study. Out of this total number of dropouts 27 were boys and 44 were girls. {TN/05}

SANTHANAM, M. R. 2000. **Achievement levels among the Disabled children with special reference to Dharmapuri.** *Tamil Nadu. DPEP, EREM Wing, Chennai.*

Objectives : Comparison of the learning levels of the disabled children in Dharamapuri district with those in every other district.

Scope and geographical coverage : The survey in 2000 revealed that a total of 1556 children with different disabilities were found distributed in the seven assisted blocks in the seven project districts.

Methodology : The results of the common test were taken as the basis for comparison. The examination conducted, was a common examination for all the student population in class V, in all the schools in the seven project districts. In the current study the test data relating to the 'disabled children' in the seven assisted blocks only, served as the basis for analysis and comment.

Major findings : A profile of 23 schools, schooling the disabled children in class V in Uthangarai block revealed, among others that as many as 9 schools were under-staffed; in these schools, less than 5 teachers per school, were in position. {TN/06}

SANTHANAM, M.R. 2001. **Terminal assessment survey in Phase I districts of DPEP, Tamil Nadu.** *Tamil Nadu. State Project Directorate DPEP, Chennai.*

Objectives : (i) To assess pupil's achievement in Tamil and Mathematics, in the initial and penultimate classes (classes I and IV) and relating to certain variables like sex of the child, child's community and area distinction, and (ii) to compare the average performance levels of children in the above subjects, areas and grades on tests administered during MAS.

Scope and geographical coverage : 4 Phase I DPEP districts, namely, Kuddalore, Dharampuri, Thiruvannamalai and Velupurram.

Methodology : Random sampling procedure was adopted. The tools used in TAS consisted of two types of instruments i.e. test and non-test schedules. The data collection was preceded by systematic selection and orientation training of field investigators. Field-work, was supervised by well trained experts while the test data was obtained directly after administering the tests and the non-test data was collected from school records. The data was analysed using largely descriptive statistics.

Major findings : (1) The achievement in language in class IV ranged from 68% to 92% and in Mathematics from 61% to 90%. (2) The achievement has crossed 76% in both language and Mathematics in class-I in all the 4 districts. {TN/07}

UTTAR PRADESH

AGARWAL, REENA. 2002: **A Study of Perception of Lady Teachers of Parishad Schools (primary and upper primary).** *Lucknow University, Lucknow.*

Objectives : To Study (i) The perception of real performance and expected performance of lady teachers of Parishad schools (primary and upper primary) by (a) themselves, (b) male teachers, (c) principals, (d) supervisors, (e) community members, (ii) discrepancies between the real and expected performance of lady teachers of parishad schools, and (iii) existing prejudices about lady teachers working in Parishad schools (primary & upper primary)

Scope and Geographical Coverage : Unnao district of U.P.

Methodology : The total sample consisted of 31 principals, 46 teachers (18 male and 28 females) 62 community members and 33 supervisors and the data were collected with the help of (i) a scale for the performance of lady teachers (ii) a scale related to expectation from lady teachers, (iii) scale related to prejudices against lady teachers and (iv) teachers' Interview Schedule.

Major findings : (1) Lady teachers were not active in involving community in school related activities and they did not help solving the problems faced by the community. (2) Lady teachers do not participate in workshops and seminars or co-curricular activities, like quizes, debates etc. although most of the male staff expected them to do so. (3) Only 50% of them used Shikshak Nirdeshikas to solve problems of school. (4) It was reported that female teachers differentiated students on the basis of caste and religion, though lady teachers denied this. (5) On the other hand they had been perceived as hard working, prompt in solving students' problems and doing routine work related to teaching and its problems and providing motherly guidance to them. They have also made efforts for bringing awareness among parents regarding female education as well as keeping the school clean. (6) The earlier held prejudices against lady teachers that they do personal works during school hours or are less efficient than their male counterparts, have more or less faded away. (7) The principals, supervisors, male teachers and community members have affirmed that lady teachers are capable of coping with the new techniques of teaching, that they have healthy attitude towards work and also they were capable of controlling the students more efficiently than the male teachers. 93% lady teachers said that they did not want their appointment in schools in remote areas.

Implications and action points : (1) Lady teachers should themselves participate in workshops and seminars because they have this expectation from themselves. (2) Participation should be made mandatory. (3) Some refresher courses should be introduced just for lady teachers. (4) Lady teachers should engage students in some constructive activities as preparing charts and posters. (5) There should be healthy relationship between supervisory staff and lady teachers in order to minimize whatever little prejudices they have against lady teachers. (6) Change in the attitudes of supervisors especially who were appointed in 1972 (Old Supervisors) is also necessary. (7) It should be made mandatory for all teachers to attend the meeting rotation wise and views of lady teachers should be given importance. (8) Lady teachers should be encouraged to participate in discussions. (9) The appointment of lady teachers should not be made in remote area schools. (10) Education of girls needs to be encouraged in rural areas; scholarships may be given to continue their education so that they may be appointed teachers in these schools after completing their schooling. (11) Provision of residential facilities for teachers in remote area schools is necessary. {UP/01}

DAS, DEEPA; SINGH, SUSHMA; VINAYAK, SUSHMA & SETH, AMAL. 2002. **Evaluation Study of the Early Childhood Care Education (ECCE) Programme in the DPEP-II Districts of Uttar Pradesh.** *Lucknow University, Lucknow.*

Objectives : (i) to assess whether the UPDPEP-II strategy for ECCE in the convergence mode with ICDS had met its objectives, (ii) to assess the quality, coverage and management of the training programmes undertaken by UPDPEP-II for ICDS workers in the pre-school component, (iii) to assess the quality of materials developed by UPDPEP-II for strengthening the pre-school component and the effectiveness of its use in the centres, (iv) to assess how far proximity to schools and synchronized timing have benefited enrolment and retention of children in general and girls in particular, (v) to assess how far monitoring and supervision involves the community, the VEC and the NPRC, and (vi) to assess the level of coordination and supervision extended by the District Project Office and local ICDS functionaries to implement UPDPEP-II's ECCE strategy.

Scope and geographical coverage : Lalitpur-Maharajganj, Moradabad, Shahjahanpur districts of UP.

Methodology : 10 ECCE centers and four Anganwadi Centers (non-ECCE) were covered in each district. In all 40 ECCE centers and 16 Anganwadi Centers have been included in the study. Data were collected by visiting the ECCE centers. The tools of data collection included open-ended questionnaires for the master trainers, anganwadi workers, parents and VEC members. Also guidelines for conducting focus group discussion were developed. In addition, a child assessment tool and format for recording information about the ECCE center were developed. Discussions were also held with the BSA, ABSA, BRCC, NPRCC and ICDS functionaries. Having developed the tools, they were field trialed in Hardoi district before finalization.

Major findings : (1) Relocation of the ECCE centers in the school premises has led to improved coordination between the school and the ECCE center; it led to more girls participation and more satisfaction to their parents and VEC about the programme having facilitated girls education. (2) An improvement in the trend of transition rates from ECCE to class 1 over the academic session was clearly visible (61.5% in 23 centers and over 56.3% in remaining 17 centers); (3) Children who join class 1 from the ECCE center were in a better state of readiness than those children who enrolled directly in class I; (4)The anganwadi workers were generally aware of the concepts of physical development and activities associated with it but were not clear about the age specific activities that facilitate physical development; (5) Coverage of the training on ECCE was satisfactory as almost all those targeted had been trained. (6) The quality and use of materials (self-developed) was varied across centers. Training will have to address this issue so that the Anganwadi workers make use of the materials among specific age groups more effectively.

Implications of the study: (1) Training of Head teachers on management, monitoring and supervision and also of NPRCC will be important to enlist their total involvement and to strengthen the processes in place. (2) A separate training package needs to be designed for the Anganwadi helpers in line with their background and envisaged role. (3) Training modules must be uniform so that the inputs provided and processes followed in the centres are similar and even standards of dispensation are maintained. (4) Long lasting material may be considered for developing the ECCE materials in future. (5) Without diluting the experiential aspect, the time devoted to material development could be cut down. (6) At the micro-level there is need for greater convergence between the project and ICDS and need to strengthen the role of the district level convergence committee. (7) Strengthening the capacities of NPRCC for supervision needs to be addressed through training programmes. {UP/02}

DAVE, ANJALI; MEHROTRA, NISHI; RASTOGI, RADHA & BHATNAGAR, SUMAN. 2001. **Evaluation Study of Model Cluster Development Approach (MCDA) in DPEP-II Districts (UP).** *Lucknow University, Lucknow.*

Objectives: (i) To assess the impact of MCDA on involving the VECS, community groups school management, teachers and parents in promoting girls' education, (ii) to examine the role of MTAs/PTAs/WMGs and MCDA core teams in this connection, (iii) to assess the effectiveness of gender analysis in training packages developed for capacity-building for functionaries and groups at various levels, and (iv) to assess the strength and weaknesses of MCDA and the strategies adopted to improve in the context of social realities of U.P.

Scope and Geographical Coverage : Three districts, Badaun and Gonda of DPEP II and Barabanki of DPEP Expansion phase.

Methodology: In each of the districts the study was carried out in more than two clusters and one non-MCDA cluster. The tools of data collection included field visits and participatory observation of school activities; meetings and interaction with teachers BRCs/NPRCs,/MTAs/WMGs, pradhans and VEC members, children, parents and Shiksha Mitras; review and analysis of relevant documents and reports.

Major findings : (1) Marked change in the perception of the community and Education Department towards girls' education since MCDA, due to (i) better school environment, (ii) improvement in school timings and teacher attendance and (iii) summer camps for girls. (2) There was heartening participation of Muslim girls in schools, due to introduction of Urdu as an additional subject and dialogue with Muslim religious leaders. (3) Scholarships, textbooks and badges have attracted children. (4) Intensive process documentation of MCDA interventions/activities. (5) Effective convergence of ECCE with ICDS. (6) MCDA was understood better by field staff teachers, community and VECs. (7) Girl-centred practices in schools since gender training.

Implications and action points : (1) Systematic tracking of children, class-wise. (2) New strategies for reaching the un-reached and marginalised communities. (3) Convergence with other groups/government departments (during Sammelans and Melas), ICDS for ECCE, VECs and Pradhans, VMC and other community agencies. (4) Sustaining and maintaining quality of inputs within and outside classrooms by (i) more women teachers in remote areas; (ii) Construction of BRCs and equipping them for resource support; (iii) special education to be integrated with rehabilitation and general education with livelihood; (iv) interactive classrooms and participatory use of TLM, and story telling and drama for learning; (v) re-examining messages regarding gender but ensuring that songs, slogans, nukkads, curricula do not give confused messages to children; (vi) Not restricting incentives only to books, scholarships and badges. {UP/03}

GARIA, P.S. 2002 : **A Study of Effectiveness of Educational Support Given by BRC/NPRC and DIET.** *Giri Institute of Development Studies. Lucknow.*

Objectives : (i) To find out the existing educational support given by DIETs, BRC and NPRCs in Uttar Pradesh, (ii) to identify the degree of satisfaction that teachers, Assistant Co-ordinators and Co-ordinators feel about their educational support, (iii) to examine their impact on schools, and (iv) to identify major problems in terms of their overall management organisational structure and their daily functioning.

Scope and Geographical Coverage : Hardoi and Pilibhit districts.

Methodology : The study covered 2 DIETs, 8 BRCs and 32 NPRCs of the two districts. The sample consisted of 4 staff members of DIET, 8 assistant co-ordinators of BRC and 174 teachers from 80 schools. Data were collected with the help of four schedules: schedule for DIET faculty, schedule for BRC co-ordinator, schedule for NPRC Assistant Co-ordinators and schedule for teachers.

Major findings : (1) The extent of support provided by DIET was below the desired level. In Pilibhit the DIET is not functioning DIET; it has been without a principal for the last three years and BSA is looking after it. (2) The support provided by BRC in Hardoi district was considered effective in terms of creating awareness among teachers, micro-planning and school mapping. (3) The NPRCs of Hardoi as well as Pilibhit are not functioning effectively consequently, adequate educational support is not being provided by them. They are unable to solve problems of teachers related to TLM. (4) But for a few BRCs, they were not satisfied with the support given by DIET also NPRCs were not satisfied with BRCs. (5) Nearly half of the teachers were not satisfied with the training given at DIET and the support by BRCs and CRCs linkages was not effectively working. (6) The major problems faced by DIET related to (i) shortage of staff, (ii) not enough control over teachers and NPRC and BRC co-ordinators. They felt these problems were affecting the overall management and functioning of the important educational support systems.

Implications of the study : (1) For an effective DIET sufficient staff needs to be posted. (2) Since regular teacher training programmes are organized at DIETs it is essential that the hostels and classrooms are properly maintained. (3) To ensure smooth functioning of BRCs and NPRCs and to ensure the accountability of BRC and NPRC co-ordinators, the DIETS must be vested with proper administrative and financial powers. Salary disbursement of NPRC and BRC should be co-ordinated by DIETs. (4) The selection of BRC and NPRC coordinators should be made from among the teachers who are not on verge of retirement as young dynamic coordinators are likely to be more job involved. (5) The Education Department must devise a suitable policy for the posting and transfer of teachers. 6. Money should be given for TLM rather than leaving this responsibility to teachers as they tend to misuse the money provided for TLM development. For the children belonging to SC, ST, OBC, Muslim families and girls, who are entitled to Rs 300 as annual scholarship, the money is often used up by parents. It will be more appropriate if the children are provided with notebooks, stationary and school uniforms instead of monetary assistance. {UP/04}

SACHIDANAND. 2002 : **A Study of Enrolment Retention, Dropout and Completion Rate in Primary Schools of two DPEP Districts;** *Sulabh Institute of Development Studies, Patna.*

Objectives : To investigate - (i) the nature and extent of enrolment, dropout, retention trends in the last five years, (ii) family and community level factors responsible for dropout, (iii) specific factors leading to dropout and retention among socially disadvantaged groups (SC, OBC and Minorities), and (iv) teachers, family and community suggestions to improve enrolment and retention.

Scope and Geographical coverage : Deoria and Sonbhadara Districts.

Methodology : Samples were drawn from the two DPEP-II districts, Deoria and Sonbhadra. Two blocks from each district were selected on the basis of parameters like literacy rate and distance from district headquarters. The schools under 8 NPRCs were covered; 78 schools, 95 teachers, 95 VEC members and 136 parents of dropout children were interviewed. Data were collected through interview schedules and group discussion. Secondary data were also collected from school records.

Major findings : (1) In the academic year 1999-00 and 2000-2001 there was an increase in the enrolment of boys upto class III, but there was decline in class IV and V. (2) In the case of girls in general there was decline in enrolment in every class after II. (3) Most of the dropout children were first generation learners, who were themselves not interested in studies nor were their parents keen on their education. (4) The deep-rooted prejudice against educating girls was prevalent and parents felt that schooling system was not suited for their daughters. (5) A major factor responsible for dropping out of children was that they were needed for domestic labour, especially in the case of girls who were retained at home for domestic work and sibling care. (6) Poor parents found the cost of schooling high and felt that investment on girls' education was a wastage. (7) Parents expressed dissatisfaction at the slow progress of their children in studies. This dissatisfaction led to withdrawal of children from schools. (8) The recent DPEP initiatives to educate parents for sending their children especially girls to school, have been successful in some areas. (9) In some schools the young and newly appointed teachers made an innovative effort to persuade parents to make school dress or clean clothes from the scholarship money; this effort proved successful. (10) The dropout rate was found to be lower but the transfer rate was found to be very high.

Implication of the study : (1) The increase in GER needs a proper follow up by improving teacher student ratio so that the students get adequate attention by the teachers. (2) There is an urgent need to post teachers on the basis of requirement of schools, since there is an uneven strength of staff in schools. (3) The scholarship granted may be changed to providing clean dress for school going children. {UP/05}

SACHIDANAND. 2002. **Role of Family, Community and School Factors in Improving Retention and Achievement Level of Disadvantaged Children.** *Sulabh Institute of Development Studies, Patna.*

Objectives : To Study the - (i) Role of community, parents, schools, teachers and VECs in increasing enrolment, retention and achievement level of disadvantaged children, (ii) role of family economy and personal education of family members in planning the education of disadvantaged children, (iii) impact of different government sponsored provisions in retaining the disadvantaged children in school, and (iv) the loopholes which are constraints in increasing the enrolment and retention of disadvantaged children.

Scope and Geographical Coverage; Basti and Sidharthnagar districts of Uttar Pradesh.

Methodology : Two blocks from each district were selected on the basis of high and low literacy rate and also distance from district headquarters : 10 villages per block were covered. In Sidharthnagar 248 students, 37 teachers, 80 VEC members and 400 parents were covered. In Basti 545 students, 500 parents, 80 VEC members and 40 teachers were included the sample. Data were collected with the help of interview schedules, interview guides, group discussion, secondary data was also collected from records.

Major findings : (1) Training imparted to VEC members had motivated them to help in enhancing enrolment and retention of disadvantaged children. (2) Parent teacher interaction was gradually increasing; about 94% parents visited schools but only 63% parents reported to have good relationship with teachers; parent-teacher meetings were not held. (3) Most of the parents attributed children's dropping out of school due to poverty and domestic work, and education not being useful. But the attitude is changing due to DPEP effort. (4) It was rather unfortunate that the upper caste teachers did not like meeting the lower caste parents. (5) Many parents wanted introduction of vocational education at lower level of schooling so that education proves useful to their children. (6) Provision of mid day meals, scholarships and free textbooks has played a vital role in increasing enrolment and retention of disadvantaged children but their achievement level still remained poor. (7) The teacher-pupil ratio was still not satisfactory creating problems for children but TLMs interesting activity had attracted children of disadvantaged community to a great extent. (8) There was improvement in infrastructure and school atmosphere but still much more is to be done. (9) Parents of the disadvantaged children regarded education as valuable but their poverty kept their children at home. (10) On the whole the study revealed that the stakeholders of education are doing outstanding work. Now with the help of local people and government the enrolment retention and achievement level of the disadvantaged children is bound to go up.

Implications and action points : (1) There is a need for teachers to develop practical skills to deal with the disadvantaged children within the classroom, as many disadvantaged children were first generation learners. (2) The malpractice of double enrolment of children in different schools needs to be checked and a method for the same needs to be devised. (3) There is a need to activate VECs for further improvement in school quality, as the VEC members were not performing their duties effectively. {UP/06}

SAHOO, P.K. 2002. **Availability of Radio Sets with Primary Parishadiya Rural Teachers and their Radio Listening Habits**. *Department of Education, Allahabad University, Allahabad.*

Objectives : (i) To explore accessibility of radio broadcast programme with special reference to educational broadcast at the level of primary school teachers, (ii) to study level of utilization of these programmes, (iii) to study reaction of primary school teachers towards broadcast programmes in the context of professional development of in-service teachers, and (iv) to explore needs for in-service education of teachers to be fulfilled through radio broadcast programmes.

Scope and Geographical Coverage : Deoria and Mirzapur Districts.

Methodology: Two blocks from each district were selected. From each block 50 Parishadiya primary schools were selected randomly. The study covered all the primary school trained teachers of DPEP district. Data were collected through questionnaire, observation schedules and workshop guide.

Major findings : (1) Children listened attentively and were keenly interested in the programmes. 2. 56-59 percent teacher had radio sets or television that were not in working condition; 35-41 percent teachers did not possess minimum media facility. (2) The order of preference of listening to programmes : News 65%, Krishi Jagat 28%, Music Song and Games 25%, Yuva Vani 17%. (3) Only few teachers (2% to 10%) that too only in Deoria district had participated in some radio broadcast programmes at one time or another. (4) Only about 6% teachers had got orientation regarding Educational Broadcast Programmes (EBP). (5) Larger number of more experienced teachers (84%) listened to radio programmes in comparison to less experienced counterparts (37%). But on the whole there was a positive reaction of teachers towards radio as a popular medium of mass communication and including radio broadcast programme for teacher education. (6) With respect to preferred timing of radio broadcasts, 38% teachers expressed 7 pm to 8 pm as the most preferred timing, 40% teachers preferred 7 to 8 am and 22% teachers some other time. (7) Teachers suggested a number of topics which may be included in EBP such as, development and use of TLM, use of various kits and maintenance of TLM, programmes related to management of school activities, classroom communication, use of local dialects and regional language. Development of TLM for motivating handicapped children were also perceived to be relevant. They advocated separate broadcast for the teacher educators.

Implications of the study : (1) Distance education programmes may be developed for (i) suitable in-service training of teachers; (ii) upgradation of knowledge in curricular areas such as Science, Hindi, English; (iii) for development of teaching learning material and (iv) integration of innovative methods in classroom. (2) There is a need to involve creative and innovative school teachers in production of programmes. (3) Special programmes for special BTC teachers as well as for untrained Shiksha Mitra and Shiksha Karmis should be organized. (4) Formative research should be conducted from time to time for programme development. Continuous feedbacks must be sought for making radio programmes relevant and effective. {UP/07}

SCERT (UP). 2000. **Classroom Observation in Schools of UPBEP Districts.** *State Council of Educational Research and Training. (Uttar Pradesh). Lucknow*

Objectives: The study aims at providing a close look at the academic activities and the teaching-learning panorama which obtains at present and which may be perceived as the impact of the training inputs and various infrastructural supports created through the project.

Scope and geographical coverage: The sample frame of the study related to all 12 districts of UPBEP. At the first level of drawing the sample in each UPBEP districts ten basic primary schools were identified in terms of the concentration of SC/ST population and weaker sections of society. It was also ensured that difficult to reach schools in the interior areas are also represented.

Methodology : The sample design was broadly a purposive one. From all the UPBEP districts 45 blocks and 120 schools constituted the sample of this study. Within the schools, the students of class-II and class-V were selected using cluster sampling method. The three tools of observation used in this study were (i) The Reciprocal Category System (RCS) which focuses on the socio-emotional aspects of the classroom interaction process and used as (OS-1), (ii) Second, teaching-learning process schedule which was designed to probe the prevalent practices in the schools. This tool is used as (OS-2), (iii) Third, the teacher competency assessment schedule which appraised competencies of teachers and teaching style. It consisted of 15 bipolar objectives anchored in five competencies such as organized behaviour, dynamism, flexibility, warmth and acceptance and creative capability. It is used as (OS-3).

Major findings and action points : (1) The magnitude of teacher-talk followed by student-talk and vice-versa is observed to be very high in respect of both the classes and in both the subjects. This is definitely a pointer to there being an increasing teacher-student interactivity which is considered to be a necessary condition for learning to take place. (2) The achievement levels of students in the UPBEP schools as evident from the results reported through the averages and dispersions of scores seem to have reflected a very considerable increase. Viewed in terms of the MLL criteria, the overall trend appears to be quite encouraging. (3) It may be affirmed that in a majority of the schools of the UPBEP districts the teaching-learning processes in the classroom and the teaching styles and competencies of teachers as evident from their participation in various programmes provide sufficient evidence for a favourable change having set in. {UP/08}

SCERT (UP). 2000. **Students' Achievement (Final Assessment Study: UPBEP Districts).** *State Council of Educational Research & Training. Uttar Pradesh. Lucknow.*

Scope & geographical coverage : 12 BEP districts (Aligarh, Allahabad, Banda, Bhadohi, Etawah, Gorakhpur, Nainital, Pauri, Saharanpur, Sitapur, US Nagar, Varanasi)

Methodology: A multi-stage stratified random sampling procedure was employed for selecting the sample. At the district level only 10% schools were selected subject to a maximum of 45. The schools from rural and urban areas were selected on the basis of proportionate allocation. In each district a two-stage random sampling was used for the selection of blocks & schools. Only students of class II and class V were selected for administration of the test. In class II maximum number of 20 students and in class V total 30 students (boys & girls both) was selected in each school. Language & Numeracy / Mathematics achievement tests were administered to students so selected. A maximum of 5 teachers (1 head teacher and other teachers who taught language & mathematics in class V and class II ensuring at least one female teacher) were selected. **Selection of dropouts-** All those students who were not attending classes for the last 3 months or more were treated as dropout. A list of dropout students was prepared for classes V, IV and III. In all, 8 dropout students were selected. Out of the 8 dropout students so identified, 5 were considered for interview. A simple test of literacy and numeracy was also administered on them in order to assess their learning level in these two subjects. **Tools used for Data Collection** - Nine tools were used for data collection: Achievement Tests students of class II & V in Language and Mathematics, School Record Schedule (S.R.), Student Schedule (S.P.), Student dropout Schedule (S.D.), Teacher Schedule (T.S.), Field Notes.

Major findings : (1) From the achievement tests in respect of classes II & V, achievement in both the subjects is found to have crossed 80% mark in at least 10 of the UPBEP districts. (2) In terms of urban and rural areas and SC/ST and other category have realized the BEP goal of reducing the differences to less than five percent in all the BEP districts. (3) In terms of performance of boys and girls both have crossed 80% mark. (4) In schools, the facilities of infrastructural aids / support a very significant improvement has been shown (90%). (5) The incidence of dropout has shown a considerable decrease. (6) In respect of teachers, their educational & professional level has escalated and in respect of Multi-grade teaching situations there has been considerable increase. (7) In respect of students the education level of parents has shown a considerable upward swing in terms of literacy level. One of the very interesting disclosures with regard to students aspiration is that more than 80% of them want to be further educated.

Implication and action points: (1) The achievement level of students should be constantly reviewed. (2) The educational level of teachers along with their professional background should be constantly watched and changing curricular framework to be followed & adopted by them. (3) Improvisation of teaching aids, preparation of supplementary teaching materials and other instructional aids should receive due attention. (4) The scheme of evaluation should be immediately replaced by adopting CCE at the primary school level. (5) The BRCs and CRCs should be further strengthened. (6) The exercise in respect of capacity building at the institutional level should be undertaken more systematically in the light of the findings for school and teacher profiles. {UP/09}

SCERT(UP). 2000. **Students' Achievements (Mid-Term Assessment Study-DPEP).** *State council of Educational Research & Training, (Uttar Pradesh) Lucknow.*

Objectives: (i) To measure the average performance of students achievement on the competency based achievement tests in Language and Mathematics at the end of class I and at the end of penultimate class of primary schooling during MAS, (ii) to compare the average performance of students achievement on the BAS tests administered during initial survey with that of students performance on the same/parallel tests re-administered during MAS, (iii) to study the achievements difference in regard to area, gender and social groups and compare them under MAS, and (iv) to study the effect of variables like home, school, teacher, classroom-practices, incentive schemes etc on students achievement.

Scope and geographical coverage: 15 DPEP-II districts (Badaun, Bareilly, Basti, Deoria, Firozbad, Gonda, Hardoi, Lakhimpur Kheri, Lalitpur, Maharaj Ganj, Moradabad, Pilibhit, Shahjahanpur, Siddarth Nagar, Sonbhadra,) *Methodology* : The design of the survey was the Normative Survey design. Multi-Stage Stratified random sampling technique was employed. Data was collected from rural and urban areas from a sample of 50 primary schools in each DPEP district. From each sampled school, 30 class V students and 20 class II students were selected as the sample subjects. In all 8799 class V students, 10139 class II students and 1654 teachers including Head teacher were selected from the sampled schools. The tools employed for conducting the survey were : Achievements tests (Language & Mathematics for class II and V students), School Record Schedule, Teachers Schedules, Students Present Schedule, Field notes and Field handbook.

Major Findings: (1) Average achievement of students on MAS in Language and Mathematics has touched 80 % marks in class II. Bareilly was the only district where student's achievements in both the subjects was below 60 percent. (2) The findings of the student's achievement in both Language and Mathematics for class V level reveal that there are large variations across districts. (3) A close examination of students' achievement data reveals that students of class II have displayed better performance than students of class V in both the subjects. (4) As regards the difference in achievement between SC/ST and others, in class II Language 8 districts out of 15 and in Mathematics, 4 districts out of 15, have realized the DPEP goal of reducing the differences to less than five percent. In class V the differences in achievement between SC/ST and others have been reduced to less than five percent in 14 districts in Language and in Mathematics. Between OBC and others reveal that in Language and Mathematics in 11 districts in class II have been reduced to less than five percent. (5) Differences in achievement between rural and urban students was found to be less than 5 percent in fifty percent of the districts in class II in both the subjects whereas in class V significant differences were observed in 10 district in Language and in 6 districts in Mathematics. (6) Gender wise differences in achievement reveals that all the districts have succeeded in realizing the DPEP goal of reducing the differences to less than 5 percent in both the subjects of class V. Except Sonbhadra and Lakhimpur Kheri. All the districts have achieved the DPEP goal of reducing the differences to less than 5 percent in Language in class II. In class II Mathematics, gender differences were found to be less than 5 percent in 11 districts. (7) The picture emerging from the school profile suggests a significant standard in respect of facilities in the school, number of teachers on roll and the instructional resources available incentive schemes and community participation in more than 60 percent schools. Teacher-pupil ratio was below 1:70 .The facilities of games and sports in more than 50 percent of the schools show a significant improvement. (8) Most of the schools have various competency based materials . The teachers have been observed to be using such competency based materials on quite regular basis. Maximum number of students have benefited by various incentive schemes viz., mid-day meal, free textbooks, scholarship. (9) Teachers' educational and professional level appeared to be quite satisfactory. (10) In-service training has been organized in a regular manner in all DPEP districts. The results reveal that the impact of in-service training programme on teacher effectiveness seems to be ranging from average to high. (11) The results reveal that medium of instruction does not appear to have any effect on the achievement in class V. (12) Students achievement is not affected by their fathers' and mothers' educational level. (13) Majority of students get academic support/assistance from their father and elder brothers/sisters. (14) Majority of students were observed to be regularly attending their schools.

Implication and Action points: (1) The achievement of students should be constantly reviewed to raise the level of achievement. (2) The educational and professional level of the teachers should be constantly watched and changing curricular framework to be followed and adopted by them. (3) The DIET should be equipped with adequate faculty positions so as to provide support to BRCs, CRCs and schools effectively. (4) Talent search scheme be organized at school level. (5) Evaluation system be reformed so as to make it comprehensive and continuous. (6) Institutional capacity building be undertaken systematically at the levels of DIET's, BRCs/CRCs and schools. (7) For remedying the gaps in student's achievement specific packages should be developed and put to use for class V students who are low achievers in Language and Mathematics. (8) Content-based in-service programme may be organized to improve the achievement in Language and Mathematics of class V. (9) Research based local specific interventions may be used in class V to improve the level of students' achievement in both the subjects. (10) Question banks, numerical puzzles, flash cards of number based on Mathematical operations should be evolved and teachers should be trained to use them. (11) A special drive should be launched for raising the levels of students' reading comprehension through specially designed textbooks and reading materials. {UP/10}

SHARMA, A.K. 2000. **A Feedback Study of Teacher Training Inputs in DPEP-II, in Uttar Pradesh.**

Objectives: (i) Analysis of the new Textbooks and related Teaching-Learning Materials (TLMs) prepared for classes I and II, (ii) to assess the strengths and limitations of the Teacher Training Packages (TTPs) developed to provide the necessary training to primary school teachers to utilize the pedagogical approaches adopted in preparing the instructional materials referred to above, and (iii) to assess (a) the manifestation of pedagogical principles in the preparation of textbooks and TTPs, (b) the teacher and student behaviour in school and classroom situations and (c) intended improvement in student's enrolment and retention.

Scope and Geographical Courage : Four DPEP-II districts: Lalitpur and Firozabad (experimental districts-better administered for teacher-training inputs); Lakhimpur Kheri and Sidharthnagar (control districts).

Methodology : Four districts were identified for the conduct of the study. Two districts, Lalitpur and Firozabad are those where the implementation of training inputs were adjudged to be "better than others", and two districts, Sidharthnagar and Lakhimpur Khiri, were those where training inputs have been adjudged to be "not so good", based on the ratings of the SPO. The multi-level simple random sampling procedure was followed to select blocks within district, clusters within block and schools within cluster. Two blocks were selected in each district. Out of each selected block, two clusters were selected randomly. A total of 48 schools were selected in the four selected districts to get feedback on the extent to which the intended effects of teacher training inputs could be observed at school and classroom, levels. Data was collected through questionnaire, school information schedule, checklist and focus group discussion. Field investigators were given three days orientation training for recording information and making observations.

Major findings: (1) The teacher average per school in percent was the highest in Firozabad (2.91). (2) Majority of teachers working in the sampled schools in the four districts have undergone teacher-training rounds 1 and 2. (3) There is positive change in school enrolment in three of the four districts selected for the study. The increase in girl's enrolment was also higher than that of boys but in general students' attendance was more before the recess and reduced by about 9 % after the recess. (4) Teaching was mostly routine teaching with little involvement of students and no efforts to encourage creativity or learning by doing by using environment. (5) However across the districts the teachers often adequately displayed the tendency to use previous knowledge of students during the teaching process and applied recapitulation in teaching. (6) The teachers' language was appropriate and it had been found to facilitate students' comprehension of what was being taught. (7) There has been no consistency in the teaching methods used which varied from lecturing to reading from the text, question-answers and a mix of all these. (8) The teaching-learning materials were found arranged both class-wise and subject-wise. (9) There was no consistent trend in managing the multigrade teaching but the concern for how to manage the multigrade situations was observed in the teachers. (10) Except in Lalitpur, there was no systematic continuous assessment of subject matter being taught and there was no indication that any systematic effort was being made in checking the assignments of students during the teaching process. (11) Students in many cases remained attentive in the class but preferred to keep quiet in the class rather than ask questions, even when the teacher prompted them. (12) Student teacher relationships were generally formal.

Implications and action points: (1) Some bottlenecks in taking the pedagogical practices in totality to the teaching learning environment of the classroom should be overcome in future. 2. Emphasis should be laid on the importance of thinking, doing and learning through activities to be undertaken by students and teachers. {UP/11}

SIEMAT. 2000. **Sample study of dropout (Primary Schools) in six BEP districts of U.P.** *State Institute of Educational Management & Training, Allahabad, Uttar Pradesh.*

Objectives : To study the trends in enrolment (sex-wise and caste-wise) in Gross Enrolment Ratio, Net Enrolment Ratio, Pupil Teacher Ratio, Single Teacher Schools, Dropout Rate, Repetition Rate in 6 districts of Basic Education Project (BEP) of Uttar Pradesh.

Scope and geographical coverage : Six districts, namely, Udham Singh Nagar, Saharanpur, Aligarh, Banda, Allahabad and Varanasi of Uttar Pradesh.

Methodology : Out of the 12 BEP districts of Uttar Pradesh, 6 districts were selected for conduct the study. A total of 20 blocks were selected from 6 districts on the basis of literacy rate i.e. one block of the highest literacy rate, one of the lowest and the third of average literacy rate. All the recognised schools managed by UPBEP Local Bodies, Private Management, Aided/Unaided were included in the study from among the 20 blocks. During the first phase of the study data were collected for 68853 students from 2090 schools and during the second phase a total of 57921 students drawn from 2144 schools formed the sample. The two databases were created to find out the values of various indicators. First database was used to study the Gross Enrolment Ratio and Net Enrolment Ratio for three consecutive years i.e. 1997-98, 1998-99 and 1999-2000 for boys and girls. Further the data was analysed to study the gender and social inequities in enrolment. The data was also used to study the Pupil-Teacher Ratio and percentage of Single Teacher Schools each district. The second database was used for Cohort Analysis of the system i.e. to study the student flow which is an important indicator of the efficiency of education system (dropouts, repeaters and students passing class V in 5 years).

Main findings: (1) The average Cohort Dropout Rate (CDR) for six districts was 34.1% in 1992-98; it reduced to 31.8% in 1998/99. The highest CDR in 1998/99 was in Aligarh (34.8%) and Varanasi (35.1%) and the lowest in Udham Singh Nagar (28.2%). Thus, on the basis of grade-wise repetition and dropout rates calculated from 1998/99 and 1999/2000 data, appears that 28% to 35% children of grade I dropout before reaching grade V in these districts. (2) Between 1997/98 and 1998/99 the decline in CDR was maximum in Aligarh (from 45.4% to 34.8%, whereas in all other 5 districts, there was hardly any change in CDR. (3) There was not much difference between CDR of boys and CDR of girls in any district; for all the 6 districts together, CDR for boys was 32.0% and for girls 31.4% in 1998/99. (4) The CDR for SC students was not very different from that of others, that is, non-SC & non-OBC students, both being close to 30% in the total sample of 6 districts. However, CDR of OBC children was relatively higher (34.0%) than that of SC and non-SC, non-OBC students. Only in Banda, the CDR of all caste groups was almost the same. (5) Repetition rate is highest in class I and lowest in class V. The class-wise repetition rates for the total of all the 6 districts are 9.7%, 6.0% 4.5%, 3.5% and 1.0% respectively in classes I to V. (6) The repetition rate in class I was highest (16.0%) in Saharanpur and lowest (4.4%) in Varanasi. (7) Repetition rates of SC, OBC and others did not differ much; only in class I, the repetititon rate for 'general' category students was much less (7.8%) than that of SC and OBC students, these being 10.5% and 10.1% respectively. (8) The percentage of students passing grade V in the minimum 5 years was 39.7% on the basis of 1998/99 data. The percentage was high (between 47 and 49) in Udham Singh Nagar, Allahabad and Varanasi and quite low (between 30 and 33) in Saharanpur and Aligarh. In Banda, it was 37.5. This percentage was slightly more for girls in 2 districts and slightly more for boys in 4 districts, but overall there was not much gender difference. Overall for the 6 districts, this percentage was lowest for OBC students (37.8) and highest for 'general' category students (43.1). (9) GER for all 6 districts taken together, had increased from 98.5 in 1997/98 to 106.8 in 1999/2000. It was highest (113.9) in Banda and lowest (95.6) in Allahabad. (10) GER for boys was more than that for girls in every district. Overall, GER for boys was 112.2 and for girls, 100.5 in 1999/2000. (11) Net Enrolment Ratio (NER) had increased from 80.4 in 1997/98 to 88.4 in 1999/2000. It was highest (99.1) in Varanasi and lowest (78.7) in Allahabad in 1999/2000. (12) Overall in the 6 districts in 1998/99 the Pupil-Teacher Ratio (PTR) was less than 40 in 25% schools, between 41 and 80 in 56% schools, and above 80 in 19% schools. The district having maximum percentage of schools with PTR over 80 was Allahabad (37.7% schools) and the one with minimum percentage of such schools was Banda (8.9% schools). (13) The percentage of single teacher schools had declined from 13.5 in 1998/99 to 2.7% in 1999/2000. The maximum percentage of such schools was in Aligarh (5.6%) and minimum in Udham Singh Nagar (0.5%). The decline in the percentage of such schools was maximum in Allahabad (from 22.8% in 1998/99 to 2.7% in 1999/2000).

Implications and action points: (1) No detention policy needs more attention as repetition rate is high in classes I and II. (2) Aligarh district requires a follow up study to find out why the dropout is very high. (3) Re-deployment of teachers is needed as PTR is below 40 in some schools and above 80 in some others. In general, the problem of high PTR needs to be solved by employing more teachers. {UP/12}

SINGH, JAI PAL 'VYAST' 2002. **A Study of Primary Education Competency Development of Children in the Centres of Alternative Schooling in Child Labour Dominated Areas (Firozabad and Moradabad Districts), including Study of Attitudinal change in the Guardians of Children of These Centres and its Impact on their Economic Status.** *Vyast Samvikas Samiti, Moradabad.*

Objectives : (i) To study infrastructure and other facilities of alternative schools in Firozabad and Moradabad Districts, (ii) to explore demographic background of child labour students with regard to age, sex, occupation, socio-economic-status, (iii) to study the teaching personnels' competency in teaching with special reference to providing vocational skills, (iv) to study the impact of alternative schools on attitudinal changes in the guardians of child labour students of alternative schooling, and (v) to study the impact of alternative schooling on competency development of child labourers and their economic status.

Scope and Geographical Coverage : Moradabad and Firozabad Districts.

Methodology : The study was conducted in Moradabad and Firozabad Districts. 30 alternative schools were selected from each district. The sample of the study per district comprised of 300 students, 150 guardians and 30 teachers. The tools used in data collection were school information schedule, Kulshreshtha SES schedule for teaching competencies, attitude scale and achievement test.

Major findings : (1) Infrastructure in the alternative schools are not upto the mark. The alternative schools of all types in Moradabad and Firozabad had no proper classrooms, varanda, boundary wall, playground, toilets, teaching-learning material and library. (2) In the alternative schools in Moradabad, the percentage of boys was lower (43.69) than the percentage of boys in such schools in Firozabad district (57.67). Over all, it was observed that girls' percentage was very high (55.7%) in comparision to boys (44.30). It indicates that the guardians were more interested in sending their of girls to the alternative schools. (3) In Moradabad and Firozabad districts, it was observed that the percentage of Muslims was much higher in alternative schools in comparison to Hindu students. In Moradabad the Hindu students were 21% and Muslims 79%, while in Firozabad the percentage of Hindu students was 19.7 and of Muslim students 80.3%. (4) In the alternative schools the enrolment of other caste students was very high (more than five times that of SC/ST students). (5) In Firozabad district, Shiksha Ghar students (62.50%) were engaged in glass based industry and the rest in bangle industry while 66.67% students of Bal Shala were engaged in the bangle industry and the rest in glass industry. The alternative schools in Firozabad had only two types of child labour some working in the glass industry and others in bangle industry. (6) It was observed that female teachers in Shiksha Ghar were more effective in teaching in comparison to Bal Shala female teachers who were low in teaching competency. (7) The male teachers of Shiksha Ghar were found to be most effective, while the Bal Shala male teachers showed poor performance in teacher competency. Surprisingly in the alternative schools, no teacher has the competency to teach vocational skills to child labour students. The govt. had positive attitude towards Shiksha Ghar alternative schools, while negative attitude towards Madarsas, because Madarsas were not teaching the subject matter effectively.

Implications of the study : (1) The government may encourage alternative schooling by providing necessary facilities. (2) The government and NGOs should provide grant and financial support for the teachers of the alternative schools. (3) The main emphasis should be given to the child labour by providing them some stipend for the betterment of socio-economic conditions. (4) The government and NGOs should give more emphasis on SC/ST and Muslim students' upliftment. (5) In the alternative schools, teachers trained in vocational skills must be available for imparting vocational guidance and training to students. (6) Emphasis should be given to the teachers' salary and security of the job of the alternative school personnel. {UP/13}

SINGH, SHAILENDRA. 2000. **A Survey of Private Schooling and Children in DPEP-II Districts of Uttar Pradesh.** *Uttar Pradesh. Indian Institute of Management (IIM), Lucknow*

Objectives: (i) To study the enrolment rates for the past 3 years in government and private schools and discrepancy with Bal Ganana Data, (ii) to examine the retention rates in government and private schools, (iii) to look at gender differentials in enrolment and retention rates, (iv) to assess whether demand side or supply side interventions are more effective in government and private schools that is (a) How do the supply of schools, classrooms and teachers compare in government and private sector? (b). How do actual supply side interventions in government and private sector compare with requirements? (c) How does the quality of students and teachers compare in the government-run and private-sector? d. What are the effects of demand side interventions in government-run and private schools i.e. what are the trends in demand for private schooling over past three years? Specially, what factors motivate parents to choose private schools? and (v) to estimate out-of-school children in the selected districts.

Scope and geographical coverage: Deoria district and its two blocks Baitalpur and Rampur karkhana, Firozabad district and its two blocks, Tundla and Shikohabad.

Methodology : Two blocks were selected from each district for the study; within the blocks schools were chosen randomly. A sample of 54 Government and 48 Private (recgonized and unrecognized) schools in blocks of Deoria and Firozabad districts were selected for the study. Data was collected from school, community, parents including objective data about the students. Secondary data that were available with government schools in U.P. at the district and block-level pertaining to various years including 1997-98, 1998-99, 1999-2000, were also collected.

Major findings : (1) Between 1997-98 and 1999-2000, the enrolment in primary classes increased by 1276 which was 6 percent of the base enrolment of 1997-98. The rate of growth was slightly higher in the first year than during the second year. (2) There was a decreasing trend in class I enrolment in government schools. In private schools enrolment had increased during the year 1998-1999, but it had decreased during 1999-2000 and there was a marginal increase in enrolment in government schools. (3) There was a decreasing trend in OBC male enrolment in government schools. OBC female enrolment had increased during the year 1998-1999, but it had decreased in the year 1999-2000 in the government schools. (4) SC and minorities' enrolment had increased for both male and female categories in government schools. (5) Total enrolment had increased in private schools in three years. (6) Rate of change in OBC enrolment was positive for both the categories, male and female, in private schools. Enrolment percentage of SC grew in the first year (1998-1999) but decreased in 1999-2000. (7) Percentage of minorities' enrolment for both the categories, male and female had decreased over the three years in private schools. (8) In government schools, gender differential has reduced, a larger proportion of girls were attending schools regularly. The gap in enrolment percentage was approximately one percent but between male and female attendance it was 3%. (9) Percentage of regularly attending students had increased by 2 percent and 12 percent in government and private schools respectively in 1998-1999 in comparison to 1997-1998 attendance. The rate in increase was much higher for private unrecognized schools than for recognized private schools. (10) Drop out rate was higher in government schools as compared to private schools. Dropout rate in class I was much higher as compared to other primary classes in government schools. (11) Proportion of OBC and minorities (male and female) representation was more in dropout data. (12) There was a reduction in dropout rate during the year 1998-1999 and 1999-2000 in government schools. In private schools, dropout rate had also decreased in 1999-2000 as compared to 1998-1999. (13) The reduction rate of drop out in unrecognized private schools was much higher when compared to recognized private schools. (14) A larger number of recognized schools had their own buildings as compared to unrecognized schools. Private schools were better equipped with instruments, Science kits, teaching learning material, had electric connection and better playing facilities with playground and drinking water. (15) Pupil-teacher ratio was 64:1 in government schools whereas it was 36:1 in private schools. (16) Reasons for choosing private schools by the parents were: Teachers were coming to school in time and the school discipline was good, teachers paid individual attention to the children and also used innovative methods of teaching. Over all quality of education was good in private schools. (17) In estimating the number of children who were out of school it was found that 8% children were out of school in Firozabad and 25% in Deoria.

Implication of the study: (1) There is a need to provide more attention to children and create climate of warmth where students feel valued and loved. (2) Use a variety of teaching learning materials to generate students' interest and inculcate learning. (3) As far as possible, a lady teacher may be deputed in each primary school. (4) Government may consider extending recognition to private schools on condition of adherence of quality norms and zero financial aid. (5) In order to maintain quality in these private schools, training facility should be extended to private school teachers also. 6. Government may also consider Siksha Karmi Scheme, where unemployed educated youth of the village may be involved in teaching in the government schools. {UP/14}

SRIVASTAVA, MAYANK. 2002. **Impact Evaluation of Free Textbooks Distribution on Enrolment and Retention of Under-privileged Students and Teacher/Parental Satisfaction.** *BETI Foundations, Lucknow.*

Objectives : To study (i) Impact of free textbook distribution on enrolment of schedule caste, backward class, minority community children and girls in government primary schools, (ii) impact of free textbook distribution on retention of children in government primary schools, (iii) impact of free textbooks on quality of education, (iv) impact of free textbooks on self esteem of children, and (v) satisfaction of parents belonging to Schedule Castes, Backward Classes, minority communities with the free textbooks scheme in government primary schools.

Scope and Geographical Coverage : Etah and Rampur Districts.

Methodology : One block from each district was selected. The blocks which had low literacy were selected. In all 40 schools were selected and all their teachers were included in the sample. Data was collected with the help of school records, teachers schedule and schedule for parents/guardians of children studying in government schools. Interviews of parents of 10 children were also conducted Focussed Group Discussion (FGD) was done with community. Sample selection was done with the help of block level officials.

Major findings : (1) Books were distributed in nearly all the schools covered under the study; only a few schools the books were not distributed. (2) Textbook distribution has had a definite impact on the enrolment of students from the session following the implementation of the scheme. (3) In session 2000-01, girls enrolment has seen a particularly sharp growth, approximately 2.5 times that of boys. (4) Impact of free text-books distribution was most striking in backward villages where all the children were not in school, in comparison to those villages where children were already going to schools. (5) Girls from the minority communities have been enrolled in overwhelming numbers and their growth in enrolment is phenomenal. It appears that possibly there is a greater demand and value added to education in these communities. A positive trend of improvement in retention of students in these schools was evident, possibly due to free textbook distribution. The retention of girls has improved much more. (6) Improvement in retention of students in schools with more than one teacher was far more as compared to that of single teacher schools. (7) The distribution of free textbooks to socially deprived section children in backward villages had resulted in enhanced enrolment as well as retention. (8) Classroom observations revealed that most students were unable to read from books, though they were enthusiastic to do so. In schools where the teacher was active, the students were able to read as well as learn from books. Most of the teachers had not followed the manual of instruction for teaching the new textbooks. (9) Majority of parents (83.5%) whose children were going to school were aware of the scheme of free textbook distribution and most of them (65%) had seen the books. Some literate parents have also read their children's books (23%). (10) Almost 86% parents felt that the books had enhanced their children's interest in reading and parents were happy with this scheme. (11) Majority of the parents reported that their children had received books in time; 61% of above poverty line and 56% below poverty line confirmed this. (12) It was observed that children felt elated at possessing the new books and used them carefully. (13) The distribution of free textbooks has made a dent in the enrolment, it has contributed to improvement in quality of teaching and has increased retention to a great extent.

Implications of the study : (1) In addition to textbooks, providing notebooks and slates could be a way of further facilitating the teaching learning process. (2) Since children do not have proper bags to carry books, the same may be provided with books on payment at 'no profit, no loss' basis. (3) Since the likelihood of books getting torn at home is high and the readership of other family members is low, the textbooks may be kept in school and returned next day. This would increase the life of books manifold and the same books may be used for the next batch of children also. (4) Since it was found that new books had attracted children to read, in order to further improve their reading habits story-books may be given as rewarded for their good performance and attendance in school. (5) Regular monitoring and on-the-job training of teachers was essential as majority of teachers were not using instruction manuals for new textbooks, thereby resulting in poor quality teaching in government schools. (6) In the two districts the VECs were virtually non-functional as their members were not aware of their roles and responsibilities; there is a need to sensitize them on matters related to effective functioning of schools. {UP/15}

SRIVASTAVA, T. K., AHUJA, SUNISHA; GUPTA, PRATIBHA DAS & JHA, PRABHAT. 2002. **Evaluation of Alternative schooling Programme in DPEP II District of U.P.**

Objectives: (i) to find out whether the various models of Alternative Schooling (AS) and training programmes for instruction are meeting the objectives of DPEP strategies, (ii) to asses the extent and role of community involvement in alternative schooling in identification of location, selection of instructors and mobilizing resources for running alternative schools, (iii) to asses the efficacy of teaching learning materials and learning strategies in use in alternative schooling centres, (iv) to ascertain the level of achievement of learners and comparing it with the formal primary school children, (v) to find out the system of supervision and academic support to instructors, (vi) to seek the views of learners, parents and community leaders about the teaching learning activities of the alternative schooling system, and (vii) to find out the extent of mainstreaming children in the formal school system from DPEP supported A.S. centres.

Scope and geographical coverage : Four districts of UP: Moradabad, Shahjehanpur, Lakhimpur Kheri and Siddhartanagar.

Methodology: Sample included for different purposes were : 71 Alternative Schooling (AS) centers (AS) and 761 children from them and 108 formal schools covered for the achievement test. 40 children, 47 AS instructors, 28 NPRC/BRC coordinators, 13 VEC members, 35 parents and community people and 35 Alternative Schooling Co-ordinators were interviewed at AS centres. The sample was drawn by adopting random sampling technique. The study tools comprised interview schedules, observation check lists and achievement test.

Major findings : (1) AS strategies like Bal Shala and Residential Camps, through their design responded to the needs of out-of-school children who had diverse and varying needs. (2) The data show that the centres have almost equal members of girls (48.2%). (3) The centres had an enrolment of 40 % children from other backward communities and 19.5% children from the Muslim community. (4) Large number of children have been mainstreamed into the formal system . In the four districts visited more than 3000 children (almost 60% enrolled in the centres) had been admitted in the formal schools. (5) Since the AS programme has no financial provision for providing physical infrastructure for these centers, in all cases the space for the centers and drinking water facilities for the children are provided by the community. There have been instances where due to shortage of existing space, the community has constructed temporary sheds for the center. (6) Space for AS programme, and necessary amenities were provided by the community. Community members felt satisfied with the operational aspects of the programme. (7) The teachers felt problems of timely release of honorarium and lack of regular attention and support from the VEC. (8) Regular opening of the centres has been ensured due to local teachers and immediate substitutes in their absence. (9) All teachers at the centres had undergone the two phases of pre-service training and some had also started with the refresher-training programme, which was for 12 days. Both the children and teachers were at ease with activity based method of teaching. (10) The use of formal school textbooks has helped transition of children from these centres to formal schools. (11) Both the teachers and community members informed the study team that they also visited the centres regularly. (12) On the achievement test administered to class II, boys performed somewhat better than girls. Performance was better in the Language area compared to Mathematics and Environmental studies. The scores of girls from the Muslim community were better than the scores of girls from other groups. On comparing scores of children from AS centres with those from formal schools it was found that boys in the formal schools had better scores while in case of the girls the situation was opposite.

Implications of the study : (1) Those high enrolment centers should be identified which could be replaced with a formal school, and in the interim period an additional teacher(s) be provided to cope with the high enrolment. (2) School Management Committee comprising of parents of children may be formed to look into timely payment of honorarium. (3) The activity-based approach needs to be regularly reinforced by the resource persons both during the time of their visit as well as during the monthly meetings. (4) Further training to teachers should be provided for managing children of different levels. (5) Since the AS programme has adopted the formal school textbooks at the centers, the teachers from the AS centers should also attend the 10 day training programme organized for the formal school teachers, each year. (6) Teachers could introduce interesting games and activities to build children's vocabulary, take them for walks and organize discussions on things that children see around themselves in the village or in their neighborhood. {UP/16}

VINAYAK, SUSHMA. 2000. **Data Analysis of EMIS and Microplanning data in one DPEP-II District (Moradabad).** *Uttar Pradesh. Society for Action Vision and Enterprise (SAVE) Lucknow.*

Objectives : (i) To estimate out-of-school children based on micro-planning and comparison with estimates based on EMIS data, (ii) to examine the enrolment of children of disadvantaged group and trends in their enrolment and retention by comparing micro-planning and EMIS data, (iii) to compare enrolment data of EMIS and micro-planning for a sample of village schools, and (iv) to estimate children attending private schools (recognized and unrecognized) through micro-planning.

Scope and Geographical Coverage : One block of each zone (four blocks) of district Moradabad, was selected for the study.

Methodology : District Moradabad was selected for block-wise analysis. The EMIS data pertaining to last three years of Moradabad (New) district was segregated from combined Moradabad district. The entire Moradabad district (New) was sub-divided into four equal geographical zones. From each zone, one block was randomly selected for cent-percent listing of unrecognised schools in the last three years. The data for each block were compiled on the basis of which average 6-11 years old children (sex-wise) enrolled per block in unrecognized schools were worked out and the same was multiplied by the total number of blocks (four) in Moradabad (New) district to get the projected enrollment of 6-11 years boys and girls in private unrecognised schools at the district level. This data was used to calculate the out of school children in the district in 1999-2000.

Major Findings : (1) The comparison of key performance indicators of combined Moradabad district (Moradabad including its bifurcated part, Jyoti Ba Phule Nagar) vis-a-vis DPEP-II district indicated higher average annual growth in combined Moradabad district in terms of number of Parishadiya schools, number of classrooms, average number of teachers per school, increase in total enrolment, increase in girl's enrolment etc. vis-a-vis combined DPEP-II districts. (2) Analysis of trends of enrolment block-wise in Moradabad (new) district indicated that the GER of total students enrolled in class I to V in Parishadiya schools and recognized private schools rose from 82.41% in 1997-98 to 94.96% in 1999-2000. Six blocks had lower GER than GER for the district as a whole in 1999-2000. The GER of girls similarly, had increased from 62.30% in 1997-98 to 77.37% in 1999-2000. (3) The trends in enrolment of SC children in Moradabad (new) during 1997-98 to 1999-2000 indicated that the average annual growth of SC enrolment was 2.16 per cent (0.02 per cent for boys and 5.76 per cent for girls), whereas in Moradabad (old) district the average annual growth of SC enrolment during the said period was 12.93 per cent (19.05 per cent for SC boys and 16.90 per cent for SC girls). (4) The NER in 1997-98 stood at 61.14% (76.90% for the boys and 43.34% for the girls) and the same rose to 75.07% in 1999-2000 (85.75% for the boys and 62.96 per cent for girls). NER of SC children showed certain discrepancies because of problems in data of 6-11 years population and also cases of dual enrolment. (5) Based on EMIS data and projections for children in unrecognized schools, 68642 children of age 6-11 who were out of school in 1999-2000 in Moradabad district (new) which is 16.42 per cent of total 6-11 years old children. (6) Microplanning data used to identify out of school children in 6-11 years age group in 1999-2000 revealed that 18.17 per cent children of 6-11 age group were out of school. (7) The retention rate in class I to III was 58.40% (58.21% for boys and 58.71% for girls). The rates of retention of SC students were 62.76 per cent (64.32 per cent for SC boys and 61.03 per cent for SC girls).

Implications and action points : (1) The blocks showing low GER of girls require special interventions for promoting girls' education. It would help to identify pockets in each district which require more intensive efforts so that suitable need based and place specific strategies may be evolved. (2) Valuable and huge information from household data collected through micro-planning exercise should be systematically processed. Although processing of the entire information may not be feasible or cost effective, there is a need to standardize minimum core information and to arrange for its periodical up-gradation. Attempt should also be made to integrate EMIS and micro-planning data for planning purpose. (3) It would indeed be helpful for planning and management if district-wise analysis of key performance indicators and is carried out consolidated report of the same is generated annually, preferably before AWPB exercise. (4) The State Education Department may consider extending the use of DISE for generating information on key performance indicators like GER, NER, age-grade structure of students and participation by SC, ST, OBC and Muslims in non-DPEP districts and for upper-primary schools also. (5) In order to reduce/eliminate cases of double enrolment, a comprehensive study should be conducted to identify the extent and nature of double enrolment cases, the reasons thereof and to find out how this tendency could be effectively contained. (6) Separate study should be conducted for estimating the number of such children who were never enrolled and reasons for the same. Certain sections of children in school going age do not get enrolled due to a variety of socio-economic factors, the need is to identify these factors and to design suitable strategies to bring such children to schools. {UP/17}

WEST BENGAL

CHAKRAVORTY, SHARMISTHA; NATH, INDRANI & MUKHOPADHYAY, SRABANTI. 2000. **Problems of non-enrolment and drop out among girls at Primary education in South 24 Parganas district.** *Kolkata. University of Calcutta. A Study sponsored by WBDPEP, SPO.*

Objectives : (i) To study the socio economic background of the family, (ii) to identify the reasons for not enrolling the girl child in Primary schools by the family, (iii) to identify the reasons for not enrolling the boy child in Primary schools by the family, (iv) to find out the causes of dropping out the girl child from the Primary schools, (v) to find out the causes of dropping out of male child from the primary schools, and (vi) to design an action plan/ programme for girl child to complete primary education.

Scope and geographical coverage : The study has covered the block of Moraghat-I for the study. Three villages, with Muslim and Scheduled caste dominated population, Bahirgachi, Usthi and Nainanpur were selected in South 24 Parganas district of West Bengal.

Methodology : The study has concentrated on the girl child residing in the rural areas of West Bengal. As South 24 Parganas is a district with low literacy level of the women, It was considered suitable for the study. Households were identified with the help of local people, with had children enrolled in schools, children out of school, drop outs and also with low attendance in schools. (a) The sample comprised 172 households with children (Muslim-113 i.e. 65.7%, Hindu-59 i.e. 34.3%) enrolled in schools and 54 households with children not in schools.

Major Findings : Causes for drop out and non-enrolment emerging from the study indicates the following : (1) **Economic causes :** (i) Poor socio-economic conditions. (ii) Children start earning at an early age to support the family. (iii) Parents fail to provide private tuition. (iv) Children sell home grown vegetables in the local market. (v) Parents cannot provide clothes to the girl child. (2) **School related causes / unattractive schools : (a)** Irregular and inadequate supply of textbooks and other study materials. (b) Harsh treatment by teachers. (c) Irregular attendance of teachers. (d) Distance of the school from their residence. (e) Irregular supply of meal to schools. (f) Lack of toilet facilities in the schools. (3) **Domestication and sibling care.** (4) **Child's lack of interest in schooling.** (5) **Prolonged irregular attendance of the child.** (6) **Lack of parental awareness.** (7) **Closure of Mission School in the locality.** (8) **Social cause : such as** : a. Early marriage b. Nearest school located in an area dominated by Hindus. (9) **Health problem**

of child : a. Malnutrition leading to poor eye sight, rickets and general weakness. b. Prone to seasonal illness. (10) **Repetition.** (11) **Death of parents** : a. Father b. Mother. (12) **Handicapped** : a. Physical inability to learn. b. Mental inability to learn. {WB/01}

CHAKRAVORTY, SHARMISTHA.; NATH, INDRANI & MUKHOPADHYAY, SRABANTI. 2000. **Enrolment patterns of girls between 1997-98 to 2000-2001 among the minority population of selected blocks.** *Kolkata. University of Calcutta. WBDPEP, SPO.*

Objectives : The circles of Dhulian and Suti were identified as the blocks of Murshidabad district that had low enrolment, hence efforts were made to strengthen the girls enrolment in these two blocks This study was undertaken to find out the present status of girls enrolment in both Dhulian and Suti.

Scope and geographical coverage : The study was undertaken in the district of Murshidabad by the district Research and study cell WBDPEP. It has covered the two blocks of Dhulian and Suti. The total number of schools in the selected circles were 193, out of which 36 (20%) schools were covered in the study.

Methodology : Random sampling method was used to select 20% schools from each district. The corresponding VECs for the schools concerned were also covered in the study. Data collection method involved the survey techniques using the questionnaires developed for collecting school details, details relating to VECs and guardians opinion on reasons for drop out and non-enrolment of children, with special emphasis on girls, in schools.

Major findings : (1) Enrolment figures emerging from the study shows an overall NER for the group at 58.93 and 52.73 respectively for Dhuliyan and Suti. NER for the girls is found to be at 47.67 and 44.80 respectively in these circles. (2) (a) The overall NER of boys of Dhuliyan in general group was 72.11 and in minority group was 58.93 and for the boys of Suti in general group it was 76.33 and in minority group that was 52.73. (b) The overall NER of girls of Dhuliyan in general group was 27.88 and in minority group was 40.43 and for the girls of Suti it was 23.77 for general group and for minority group that was 41.81. (3) The following reasons for low enrolment among the girls in the circles studied is attributed: (i) Low socio economic status-the entire belt is under the bidi making industry. A fairly large number of parents prefer to send their children to work other than sending them to schools. In 100% schools this feature was prominent. (ii) Religious taboo - Among the minority community child marriage is still an occasional case if not found often. In one school out of 36 schools studied this was found to be one of the reasons for non enrolment of girl children. (iii) Parents prefer the girls to attend to household chores. (iv) Parents lack consciousness of the importance of attending school regularly. It leads to children dropping out of school. 32 schools showed this as the major reason for children remaining out of school. (d) In 50% of the schools studied it was found that lack of infrastructural facilities are the reasons for not sending girls and in certain cases boys too. (e) In 9% of the schools studied it was found that the school environment was not tuned for sending girls to schools (certain biases identified in classroom transactions). (f) Dearth of teachers was identified in 60% of schools.

Implications and action points : The findings of the study suggest that there is a strong need for generating community awareness at the societal level to strengthen girls participation in primary schools. {WB/02}

DUTTA ANISHA . 2000. **Assessment and study for Improvement in the present status of lessons in Mathematics.** *West Bengal. WBDPEP.*

Objectives : (i) To assess the present status of lessons in Mathematics in District Primary Schools, (ii) to focus on the drawbacks of learning Mathematics, (iii) to develop interest in Mathematics on the part of the children, and (iv) to make a study for improvement in lessons in Mathematics in the Primary level.

Scope and geographical coverage : Twelve sample schools (Urban - 4, Semi-Urban -4, Rural - 4) of South 24 Parganas District have been chosen to be visited in order to get a full picture of the present status of the standard of Mathematics at the primary level.

Methodology : (a) Observation method : for studying the classroom processes when the classes were going on. (b) Scrutiny of classwork (CW) and homework (HW) copies, for the monitoring the assignments given by the teachers in class and at home. (c) Analytical approach through standardised Aptitude Test. (d) A set of questionnaires were administered to the Mathematics teachers of each school identified for the study to gain information. Different tabulations have been made from school wise data collected for the study.

Major Findings : (1) The students of classes I and II cannot write their names and class properly. They are unable to follow the question papers unless read and explained. (2) Most students are poor in Mathematics. (3) Most teachers claim that no sum is left unattempted in any chapter, but there is no record of that either in CW or in HW copies. (4) Most of the class I and class II students and some in class III and class IV have a natural tendency for copying the question paper and not to respond with the answers. (5) Aptitude Test for Maths. conducted in each school reveals that, most of the teachers teach Mathematics mechanically and the students do not develop any basic concept. (6) The students of class-I do not have the fundamental concept that Addition and Subtraction are inverse processes. (7) The students of class-II do not have the basic concept that Multiplication and Division are inverse processes. (8) The students of class-III do not have clear ideas about fraction and decimals, though included in the syllabus. (9) The students of class IV have very poor idea about different units of measurements. (10) In class III and class IV, students do follow the regular steps while solving sums. (11) The students do not maintain neatness, keeping the margins or in between gaps, while doing the sums, thus the answer scripts become totally messed up (lack of articulate work). (12) A major drawback in all the schools is the tendency of the students to copy the answers from one another - identical silly mistakes in series of answer scripts prove the same. (13) Teachers do not have the free time to check the copies regularly in the school. They are kept busy in many other activities not related to teaching. (14) Most of the students depend on private tuitions. (15) Assigning home work is not a regular practice followed by the teachers. (16) Multigrade classrooms, high PTR, inadequate sitting arrangements, lack of drinking water and toilet facilities are not conducive to quality learning environment. (17) In rural areas, most guardians are not aware of home support required for education of their children. (18) Only two schools (Senhati, Kamala) maintain good communication with the guardians but the rest 10 do not. (19) Due to the no detention policy, the students lack interest for preparing regular lessons seriously. {WB/03}

Ed. CIL

Ed.CIL. 2002. **Exploratory Study on Pupil evaluation in 5 phase I (DPEP) states and two NGOs.** *New Delhi. Pedagogy Unit. Ed.CIL's Technical Support Group.*

Objectives : The aims of this study were to understand the overall system of evaluation of the state/NGO in the following areas (i) Meaning and role of evaluation in the context of overall curriculum and teaching learning process, (ii) the nature, frequency and kind of pupil assessment being undertaken throughout the year, (iii) the perceptions of the teachers, parents and children on the present evaluation system, (iv) evaluation policy of the state/agency regarding detention of children, (v) the changes in the evaluation strategy over last 5-7 years. Based on the findings, the study was to make recommendations/ suggestions for future action on the issue of evaluation. It was also to make an attempt to disseminate the innovative successful evaluation processes of NGOs and states to others.

Scope and geographical coverage: Following states and NGOs were studied: Karnataka, Kerala, Madhya Pradesh, Maharashtra, Uttar Pradesh, Digantar and PRASHIKA programme of Eklavya.

Methodology : Review of existing literature on pupil evaluation and development of an indicative set of questions for different levels of interaction were the preliminary steps in initiating this study. The indicative tools were finalised with researchers in a national level meeting. For each state, discussions were held with key persons associated with pedagogical renewal in the state at different levels. These included:

- SCERT, SPO, SRG, Examination Board etc. at the state level;
- DPO, DRG, DIETs, etc. at the district level;
- BEO, BRC, BRG etc. at the block level and
- CRC, CRG, etc. at the cluster level.

Wherever possible one cluster level meeting was attended and discussions held with teachers of at least 10-12 schools about their views, their own initiatives for change, problems and implications of the ongoing evaluation process.

School and classroom observations were made to look at both formative and summative systems of evaluation. For minute classroom observation each researcher spent about 4-6 days in selected schools during the examinations, in some cases before and after as well, to observe what actually happened in the school and to assess to what extent the state's pedagogical vision was reflected in classroom practices. This included observation of all the activities and the environment in the school during the time of examination and discussions with children of different classes, teachers, parents, community members etc.

Base papers on evaluation, and information about classroom teaching learning process, mode of paper evaluation, ranking mechanism, identification of problematic areas, remedial practices and role of parents and community in the whole process was collected from different levels.

Report of the exploratory study touched upon sections such as background of the pedagogical renewal, state level interventions in the area of evaluation, the overall examination system, teacher and the classroom and perceptions of children and parents. These reports were discussed in a national level meeting and later presented in a national level sharing workshop.

A detailed synthesis of these case studies is under preparation. {ED/01}

ED.CIL. 2001. **Study on classroom processes in Phase I States of DPEP.** *New Delhi. Pedagogy Unit, Ed. CIL's Technical Support Group.*

Objectives : (i) To identify, document and disseminate positive practices adopted in schools, (ii) to understand emerging trends of change in pedagogic processes, i.e. in the classroom transaction, teachers' motivation and skills and children's learning, in the context of state interventions, (iii) to document how DPEP's pedagogic visions at the state level translates at the district, block, cluster and school level, and (iv) to identify enabling conditions for well functioning schools (in terms of state and school level interventions).

Scope and geographical coverage : The synthesis report drawn from the case studies of schools in Phase I DPEP districts from 7 states : Assam, Haryana, Kerala, M.P., Maharashtra, Karnataka, Tamil Nadu and Andhra Pradesh.

Methodology : The sampled schools were selected through multistage cluster sampling to document positive practices : one district which has done well in terms of pedagogical interventions - similar process applied to select a block for the districts. Final selection of school was left to the researchers. This has well functioning schools and the average school selection for final study. Case studies were conducted by different researchers and being exploratory in nature do not concentrate on all facets of the common classroom processes equally. The attempt was to study state specific pedagogic issues as manifested in selected schools. Again the synthesis does not attempt to make categorical statement about states as the case study has explored approaches confined to few schools only as Nali Kali approach in Karnataka, practice 'Active Schools' in Maharashtra etc. The attempt is to high light significant strand that appear in various cases. After completing case study report, a post study sharing workshop was organised in which each case study was presented by the researcher followed by a panel discussion with the representation of the state concerned researcher and external resource persons. Present State representatives with researchers helped bring out the of each case studies classifying issues and throwing light on new aspects. States like Tamil Nadu take up clue from this seminar, organised workshop of BRC, AEOs, DIET and SCERT to deliberate upon the need, of classroom observations. In each state research contacted with SCERT, SPO and SRG at State level DPO, DIET and DRG at district level, BEO, BRC and BRG at block level and CRC, CRG, SIs at cluster level and teacher, children and community at school level to get all main document related to pedagogical intervention to understand the thrust of these agencies in terms of pedagogical improvement, major intervention since the inception of the schools and their families perception. Tools used : classroom observation, interviews and focussed group discussion constituted the tools for the study.

Major findings : A post study workshop was organised to discuss the major findings of the research. The synthesis report was structured into four major sections. The first section, described the nature of activity and the teacher-child interaction as observed in the classrooms. The second section looked at the classroom context created to facilitate the teaching learning process. The critical elements of the classroom context explored in this section included textbooks, teaching learning materials, classroom organisation and planning. The third section looked at the nature of school facilities and infrastructure, and how these impinge upon the classroom. The final section delineated the enabling conditions for improving classroom transaction. (Other than this the eight reports of the study are available at the Pedagogy Unit (TSG). {ED/02}

Ed.CIL. 2002. Inside the School - a synthesis of case studies of classroom processes. ***New Delhi, Pedagogy Unit, Ed.CIL's Technical Support Group.***

Objectives : (i) To identify, document and disseminate positive practices adopted in schools, (ii) to understand emerging trends of change in pedagogic processes, i.e. in the classroom transaction, teachers motivation & skills and children's learning, in the context of state interventions, (iii) to document how DPEP's pedagogic vision at the state level translates at the district, block, cluster and school level, and (iv) to identify enabling conditions for well functioning schools (in terms of state and school level interventions).

Scope and geographical coverage : Andhra Pradesh, Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu

Methodology : *In each of the above states, one district where implementation of pedagogical interventions were effective was selected in consultation with the SPO. Similar consultation was held for block selection at DPO. CRC meetings were attended by the researcher to assess the situation of different schools and based on this assessment in one block two well functioning schools were observed in detail along with 2 average schools. Meetings were held at the state level with personnel of SPO, members of the State Resource Group (SRG) and State Council for Educational Research and Training (SCERT). A meeting was also held at the district level, with persons from DPO, District Resource Group (DRG), DIET etc. During the field visit the researcher elicited the perceptions of the Block Resource*

Centre (BRC) & CRC resource persons. In each cluster the researcher interacted with the teachers and the CRC co-coordinator in the cluster meetings. Researchers documented actual classroom processes in detail, observing teachers, children, conduct of a lesson, teaching learning material, classroom décor, and so on. They interacted with teachers to understand how. training and other inputs had been received by them, what were the significant learnings, as well as how well these inputs could actually be applied fruitfully in the actual school situation. Some interaction with the community was also attempted. Classroom observation, interviews and focus group discussions constituted the tools for this study.

Major findings : (1) The concept of activity had evolved differently in various states. Somewhere it evolved as an interlude to textbook based teaching (TN), peripheral to main classroom transaction. Elsewhere it evolved as a means of creating interesting and meaningful learning situation/contents for children where children are encouraged to explore, discover and find answers on their own (Kerala). The concept of activity further evolved in form of tasks based on differing learning levels among children (Nalli Kalli - Karnataka, active schools - Maharashtra). (2) A warm, friendly and more open relationship between the teacher and child was evolved. Increased freedom to ask questions, working in groups, reduced use of rod by teachers and open attitude towards mistakes were some of the changes observed. However negative attitudes towards girls (Kerala) and tribal children (MP) were also found in some schools. (3) The teaching learning process, textbooks also underwent many changes in most of the states. Integrated textbooks, child friendly illustrations and reduced content load were some of the features observed. (4) Extensive use of teaching-learning materials (TLM) other than textbooks was observed in all the eight states. Some of the TLMs were cards, charts, equipment made from low cost materials and even an improvised projector! The nature and use of material as well as its importance in the classroom varied from school to school. In some schools, such TLMs appeared to have completely replaced textbooks, (specially in Nali kali) while in others it was used as a support to textbook teaching. In many schools TLM was looked upon as an effective tool to address the multigrade situation. However, very limited use of library books was observed in these slides. Although use of TLM was increasing, its integration with curriculum has not been effective everywhere (AP & TN). (5) While teachers had been empowered with teaching learning materials, they had limited tools for student evaluation at their command. Some changes, however, were visible including development of new evaluation tools. (6) Interesting variations in the nature of classroom organization across schools were seen, ranging from a highly structured, pre-designed classroom organisation, in built into the teaching learning programme (Nalli Kalli Karnataka) to an open and flexible framework, molded in the required form as and when considered appropriate by the teacher. Between these two approaches, there were instances of mixed approaches being followed. For examples the classroom organisation of the active schools in Maharashtra was found to be structured to a lesser degree, interspersing whole class with group work, exhibitions and so on. Grouping is largely multi-ability for collaborative learning, and at times level-based for individualised learning. Self-learning was done in groups for the first half of the day and whole class teaching for the second half. Assam too, followed a more flexible grouping. (7) All the eight case studies showed evidence (though variable) of planning undertaken by the teacher for classroom transaction. Monthly, weekly, daily plans of teachers were seen especially in Kerala, EGS schools of MP, Assam and Karnataka. (8) Inadequate number of teachers made it difficult to organise diverse activities in the classroom (Haryana, TN, MP, AP) Similarly inadequate space led to overcrowding and reduced use of group activities.

Implications and action points : (1) Improving textbooks further to stimulate creativity and to build in a certain amount of flexibility and open-ended ness. (2) Giving more autonomy to teachers to move beyond the textbook. (3) Use of diverse materials, particularly library books, as part of the curriculum. (4) Deliberation in greater depth on the learning process and ways of creating learning situations in the classroom with teachers in the teacher training programmes. (5) Evolving a system of student evaluation, in keeping with the new pedagogy. (6) Capacity building of the personnel at the resource centers. (7) Enhancing community's role in classroom pedagogy. {ED/03}

SRIVASTAVA, A.B.L. *ET. AL.* 2000. **Study of Declining Enrolment in class I in Uttar Pradesh, Maharashtra and Tamil Nadu - A synthesis report.** *New Delhi. Research, Evaluation & Studies Unit, Ed.CIL's Technical Support Group for DPEP. Ed.CIL.*

Objectives : As the enrolment data collected through EMIS-DISE showed decline in class I enrolment between 1997 and 1998, this study was undertaken (i) to find out the reasons of decline in class I enrolment in three state s- Uttar Pradesh, Maharashtra and Tamil Nadu, and (ii) to check the veracity of enrolment data collected under EMIS of DPEP.

Scope and geographical coverage : The study was conducted in two districts each of the three states in which there was significant decline in class I enrolment between 1997/98 and 1998/99. These districts were Bareilly and Hardoi in Uttar Pradesh, Parbhani and Beed in Maharashtra, and Thiruvannamalai and Ramanathapuram in Tamil Nadu (in the last two the decline was only in a few blocks and not the whole district).

Methodology : In each district, two blocks were selected (except in Bareilly where 3 blocks were selected) and in each blocks 10 government schools were sampled for the study. The selected schools were such in which class I enrolment had declined. Schools located in village where some private schools also existed were given priority in sampling. Some data from a sample of 5 to 10 parents was also collected in each school areas. For data collection, five tools were used: School enrolment schedule, questionnaire for Head teacher, Household questionnaire, Schedule for collecting information from 'child census' register and Schedule for collecting demographic data of village. The first two had to be completed by all the schools of the village in which the sampled school was located. The tools were designed centrally but where necessary, modifications were made by the Principal Investigators of the study of the respective states. (They were Dr. Suman Karandikar in

Maharashtra, Prof. A. Panneerselvam in Tamil and Dr. Najma Akhtar & S.P. Pandey in Uttar Pradesh). Field investigators were employed to collect the required data in every district.

Major findings: Some findings were similar in all the three states while others were state specific. **The common findings were:** (1) The decline in class I enrolment was only one time phenomenon in most cases. Class I enrolment increased again in 1999 after a decline between 1997 and 1998 in a number of districts according to EMIS enrolment data. (2) There was sudden increase in class I intake in 1997 due to enrolment drive or introduction of mid-day meals programme; as a result the intake decreased in 1998. (3) Due to growth of private unrecognised schools, which are not covered under EMIS but have started attracting more and more children, the enrolment in government schools has declined. (4) There is some possibility that inflated enrolment figures were reported in earlier years; the tendency to over-report is curbed now to a large extent. **State specific findings were:** (5) Maharashtra - (i) As mid-day programme was launched in 1995-96, parents started sending even under-age children to school; the increased in take in class I could not be sustained later. (ii) In 2 blocks, children of migrant labourers were found to have shifted to areas in which there were no schools; as a result, the enrolment had declined. (iii) There was some evidence of over-reporting enrolment under EMIS, but the over-reporting was less in 1998 than in 1997. (iv) As all school age children are already enrolled, very few over-age children were left be enrolled in class I. (6) Tamil Nadu - (i) There was some decline in school age population due to declining birth rate. (ii) Private unrecognised schools have started attracting more children because of teaching in English medium. (iii)State run schools have become less attractive due to lack of adequate facilities. (7) Uttar Pradesh - (i) Special enrolment derive in 1997, introduction of Mid-day meal programme in 1996 and launching of DPEP in 1997, led to increased in take in 1997; as a result some decline in the following year was bound to occur. (iii) Teachers' strike in July-August, 1998 adversely affected enrolment of children in class I. (iii) Delay in distribution of food grain under mid-day meal programme in 1998, also led to decline as it was an incentive for parents to enrol children in schools (iv) Shortage of teachers and poor infrastructural facilities have made *Parishadiya* schools less attractive. (v) Private (unrcognised) schools are growing in number and are attracting more children. (vi) There was no further decline in class I enrolment in 1999; in both districts, enrolment increased after 1998. {ED/04}

SRIVASTAVA, A.B.L. 2001. **Dropout Rate and Other Indicators of Internal Efficiency in DPEP districts for 1999/2000 - 2000/01.** *New Delhi. Research, Evaluation & Studies Unit, Ed.CIL's Technical Support Group for DPEP. Ed.CIL.*

Objectives : (i) To estimate grade-wise repetition and dropout rates in DPEP districts using the EMIS-DISE data of 1999/2000 and 2000/01, (ii) to estimate district-wise Cohort Dropout Rate (CDR) for boys and girls for the year 1999/2000, (iii) to derive other indicators such as input-output ratio, average duration of study for the cohort and for completers, that is, those who reach the last grade, (iv) to compare the cohort dropout rates of 1999/2000 with those of the previous year, and (v) to analyse the results state-wise and to present findings on the trend in dropout rate.

Scope and geographical coverage: 102 DPEP districts of 13 states for which the required EMIS data was available.

Methodology: From the data on enrolment and repeaters, grade-wise repetition and dropout rates for boys, girls and total students, were calculated for each district. Using the rates and applying the Reconstructed Cohort method, the Cohort Dropout Rate (that is, the percentage of students entering grade I who drop out from or before reaching the last grade) and other indicators such as Input-output ration, Average Duration of Study (ADS) and proportion of wastage attributable to repetition and to dropping out, were calculated. Also the Cohort Dropout Rate was estimated using the Apparent Cohort method. All these rates were derived for boys and girls and gender difference was studied. Analysis of trend was presented state-wise.

Major findings: (1) Out of 102 districts, CDR exceeded 20 in 69 (that is, 68% districts). It was between 20 and 30 in 19 districts, between 30 and 40 in 26 districts and above 40 in 24 districts. (2) CDR was below 10 in 13 districts and below 20 in 33 districts. (3) Between 1998/99 and 1999/2000, CDR had decreased by more than 5.0 in 28 out of 93 districts, for which the comparative values of CDR were available for both the years. In 46 districts the increase or decrease in CDR was less than 5.0 whereas in 19 districts CDR had increased by 5.0 percentage points or more. (4) The difference between CDR of boys and girls was less than 5.0 in 73 (that is, 72%) districts. Out of the 29 districts in which the gender difference exceeded 5.0, there were 18 in which the CDR of girls was more than that of boys and 11 in which the opposite was true. (5) The input-output ratio (ratio of actual number of pupil-years per completer of primary education to the ideal number, which is 4 or 5 depending on the length of primary cycle) was between 1.0 and 1.2 in 41 districts, between 1.3 and 1.4 in 34 districts and 1.5 or more in 27 districts. These 27 districts can be considered as those with poor internal efficiency. (6) Out of 20 districts of Assam, Karnataka, Kerala and West Bengal in which the primary cycle is of 4 years, the Average Duration of Study (ADS) for the cohort was less than 3 years in 5 districts, between 3 and 4 years in 11 districts and between 4 and 5 years in 10 districts. The ADS for completers was between 4.0 and 4.4 years in 18 districts and between 4.5 and 5 years in 8 districts. In the remaining 76 districts in which the primary cycle is of 5 years, the ADS for the cohort was between 3 and 4 years in 8 districts, between 4 and 5 years in 54 districts and between 5 and 6 years in 14 districts. Among these districts, the average duration of study for completers was between 5.0 and 5.4 years in 44 districts, between 5.5 and 5.9 years in 29 districts and 6 years or more in 3 districts. (7) The wastage attributable to repetition was more in the districts in which repetition rates were high compared to dropout rates. Out of 102 districts, the wastage attributable to repetition was below 25% in 31 districts, between 25% and 50% in 46 districts, between 50% and 75% in 17 districts and 75% or more in 8 districts. (8) The cohort dropout rate estimated by the Apparent Cohort method (using only enrolment data and not the data on repeaters) differed from that derived by the Reconstructed Cohort method by less than 3 percentage points in only 33 districts; in the remaining 69 districts the difference between the CDRs derived by the two methods, exceeded 3 percentage points.

Implications and action points : (1) The dropout rate is still high in several DPEP districts and some remedial action is needed in these districts. (2) The EMIS data on which the study is based require serious scrutiny in some districts as the dropout rates derived from these data showed large year to year fluctuation or yielded very high or very low values of CDR that were obviously not plausible. In this study, a few districts in which highly dubious values of CDR were obtained, had to be left out for this reason. Effort should be made to correct the enrolment data in the districts in which analysis has shown that they lack reliability. {ED/05}

Srivastava, A.B.L. 2001. **Repetition and Dropout Rates in DPEP districts for 1997/98 - 1998/99 and 1998/99 - 1999/2000.** *New Delhi. Research, Evaluation & Studies Unit, Ed.CIL's Technical Support Group for DPEP. Ed.CIL.*

Objectives : (i) To estimate grade repetition and dropout rates in DPEP districts for the year 1998/99 using EMIS-DISE data of the years 1998/99 and 1999/2000. (ii) To estimate district-wise cohort dropout rates for the year 1998/99 and to compare them with those of previous years (iii) To assess gender disparity in cohort dropout rates, and (iv) To study the trend in dropout rates in the different DPEP states.

Scope and geographical coverage : 131 DPEP districts of 13 states for which the data on enrolment and repeaters was available. The excluded states were Andhra Pradesh, Rajasthan, Jharkhand, Chhatisgarh and Uttaranchal.

Methodology : Grade-wise repetition and dropout rates were derived for each district separately for boys, girls and total students, using the EMIS-DISE data on grade-wise enrolment and number of repeaters of the years 1998/99 and 1999/2000. From these, the Cohort Dropout Rate (that is, the percentage of students entering grade I who dropout from or before reaching the last primary grade) was derived for every district using the Reconstructed Cohort method. The cohort dropout rates of boys and girls were compared and comparison with the cohort dropout rates of previous years was also made. Further state-wise analysis was done of the trend in dropout rates.

Major findings: (1) The Cohort Dropout Rate (CDR) was still quite high in a number of districts. Out of the 131 districts, CDR was between 30 and 40 in 14 districts, between 40 and 50 in 13 districts and above 50 in 26 districts. Thus CDR exceeded 20 in 71, that is, 54% districts and exceeded 40 in 30% districts. (2) CDR was below 10 in only 24, that is, 18% districts and below 20 in 60, that is, 46% districts. (3) The states in which there were relatively more districts with high CDR were Assam, Bihar and Uttar Pradesh. Out of 39 districts with CDR exceeding 40, 8 were in Assam, 15 in Bihar and 8 in Uttar Pradesh. (4) Between 1997/98 and 1998/99, CDR had decreased in a number of districts but had also increased or remained unchanged in many others. Out of 119 districts for which such comparison could be made, CDR had decreased by more than 2.0 in 62 districts and had either increased by more than 2.0 or had not changed in 57 districts. (5) Out of 131 districts, CDR of boys and girls differed by less than 5.0 in 94 districts, whereas the number of such districts was only 81 in the previous year, 1997/98. In the 37 districts in which CDR of boys and girls differed by more than 5.0, there were 26 in which CDR of girls was more than that of boys whereas in 11 districts, CDR of girls was less than that of boys, that is, relatively fewer girls dropped out compared to boys.

Implications and action points : (1) As the DPEP goals was to reduce the Cohort Dropout Rate to less than 10%, there were still a large number of districts in which this goal has not yet been achieved. More concerted efforts are needed in these districts to reduce the dropout rate. (2) The 52nd round of NSS (1995-96) and the second National Family Health Survey (1998-99) have highlighted the factors responsible for dropping out of the children from school; these should be given attention. (3) In the states in which dropout rates are very high, a study may be undertaken to find out why the rates are so high. (4) In some districts where dropout rates are very high or have fluctuated widely from year to year, the veracity and coverage of schools in EMIS-DISE needs to be checked. {ED/06}

NCERT

Devi, L. Uma & Mayuri, K. 1999. **Personality development of rural elementary school children - A correlational study.** *Praachi Journal of Psycho-Cultural Dimensions. Vol. 15(2). 99-106.*

Objectives : (i) To study various personality dimensions of 8-11 years old rural elementary school children and (ii) to see the relationship, if any, between the personality dimensions and the selected personal social variables.

Scope and geographical coverage : It attempts to study the personality development of rural elementary school children.

Methodology : 323 elementary school children covering 164 boys and 159 girls in the age range 8+ to 11+ years constituted the sample. The personality development of the children was assessed by using multidimensional assessment of Personality Series developed and published by Psy-Com Services, New Delhi. Simple linear correlations were computed to understand the relationship of the selected personal social variables with the children's personality development.

Major findings and action points : (1) Rural young girls performed better on dimensions like competition, enthusiasm, excitability and tension whereas boys performed better on sensitivity and leadership dimensions. (2) Rural children's performance was below the standard mean scores on personality dimensions like creativity, general ability, morality, self control and social warmth. (3) Age and class were significantly and positively related to adaptability, academic performance and boldness. (4) Socio-economic status was positively related with general ability and social warmth. (v) Mothers' education was positively related to children's creative abilities. (6) Father's occupa5tion was positively related with self-control and negatively related with excitability and tension. {NC/01}

DPEP Core Resource Group. 2000. **Scholastic attainment under MAS : An Appraisal.** *DPEPCRG, NCERT, New Delhi.*

Objectives : (i) To measure the average performance of students' achievement on the new competency based achievement tests in language and Mathematics at the end of class I and at the end of penultimate class of primary schooling, (ii) to compare the average performance of students' achievement on the BAS tests administered during the initial survey in 1997 with that of students' performance on the same tests re-administered during MAS in 2000, (iii) to compare the achievement differences in regard to area, gender and social groups on MAS tests, (iv) to study the effects of variables like home, school and teacher on students' achievement.

Scope and geographical coverage : The MAS Covered 56 Phase II DPEP districts, of which 41 were expansion districts of DPEP Phase I in the states of Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu and 15 were new districts of Uttar Pradesh.

Methodology : Normative correlation survey design was used for conducting the Survey. Multistage stratified random sampling technique was employed for the selection of various constituents of the MAS. All teachers including the headteacher of 10% of the total number of government and government aided primary schools including primary sections attached to upper primary/secondary/ senior secondary schools having classes I to IV/ V were selected in each project district, subject to a maximum of 50 schools per district. 20 students from class I and 30 from class III/IV, 5 teachers including the headteacher were selected from each sampled school randomly. Sampled schools were divided proportionately on the basis of total number of urban and rural schools in the district subject to a minimum of 10 schools from the urban area. Schools were selected from 4 blocks (with a minimum of 1 block from the tribal list) and maximum 3 urban areas in each district. The sample comprised of 80,906 students, 8192 teachers and 2781 schools spanning over 56 districts across 8 states. A set of new competency based achievement test was employed for assessing students' performance under the MAS. Since these tests were different from the earlier tests used in the initial survey (BAS), they were used only for assessing the average performance of the students and also for finding achievement gaps between gender and social groups. The same set of tests that were used during the initial survey in the year 1997 were re-administered subsequent to the MAS tests to the students (who had already attempted new tests under MAS) of 10 randomly selected schools out of the total number of sampled schools in each project district. The data were analysed through mean, percentage and standard deviation. It also displayed distribution of frequencies and cumulative frequencies against different intervals ranging from 0-100.

Major findings and action points : (1) In class I out of 56 districts, the performance in 4 districts in language and 8 districts in Mathematics was above 80% level; on the other hand 15 districts in language and 8 in Mathematics, performed below 60%. In the remaining districts the achievement level was in the range of 60% - 80%. (2) In classes III, of the 13 districts, Goalpara and in Assam and Dhule and in Maharashtra were showing above 60% achievement level in both the subjects. In language, two districts out of 13 showed below 50% achievement and 4 districts, Bongaigaon and Kokrajhar in Assam, Jalana and Gadchiroli in Maharashtra district showed achievement level below 50% in Mathematics. (3) In class IV, of the 43 districts, 26 in language and 33 in Mathematics had performed below 50% level, many of them were even below 40% level. (4) In language 30 out of 56 districts in class I, 6 out of 13 in class III and 9 out of 43 in class IV, have hiked their level of achievement upto 10% and above. The number of districts showing and increase of 10% and above in Mathematics was 42 out of 56, 2 out of 13 and 11 out of 43 for classes I, III and IV respectively. (5) Almost all the districts in class III/IV and most of the districts in class I had less 5% gender disparity in achievement. (6) As compared to gender-wise differences in achievement, area-wise (rural/urban) differences were more pronounced in both the subjects in all the classes. It requires concerted efforts to improve the achievement level in rural areas. (7) Special efforts should be made for improvement of the position of SC and ST students in the districts where the achievement gaps were more than 5%. {NC/02}

DPEP CORE RESOURCE GROUP. 2000. **Students' Achievement under MAS, in Phase II States.** *DPEPCRG, NCERT, New Delhi.*

Objectives : (i) To measure the average performance of students' achievement on the newly generated competency based achievement test in language and Mathematics at the end of class I and at the end of penultimate class of primary schooling, (ii) to compare the average performance of students' achievement on the BAS tests administered during the initial survey in 1996 with that of students' performance on the same tests re-administered during MAS in 1999, (iii) to compare the achievement differences in regard to area, gender and social groups on MAS tests, and (iv) to study the effect of variables like home, school and teacher, classroom practices, incentive schemes etc.

Scope and geographical coverage : The MAS was targeted to cover 17 districts covered under DPEP Phase II in the states of Andhra Pradesh, Himachal Pradesh, Gujrat and Orissa.

Methodology : Normative correlation survey design was employed for conducting the Mid-Term Assessment Survey. Multistage stratified random sampling technique was employed for selection of various constituents of the MAS. In each district 10% of the total number of Govt. and Govt. aided primary schools, including primary sections attached to upper primary/secondary/senior secondary schools having classes I to IV/V subject to a maximum of 50 schools; all the teachers including the head teacher (subject to maximum 50 in all sampled school, all students at the end of class I and at the end of penultimate stage of primary schooling, subject to maximum of 20 students in class I and 30 in class III/IV. In all 21,770 students were tested and other data were collected from 2359 teachers of 825 schools in 17 districts, constituted the sample. A set of new Competency Based Achievement Tests in language and Mathematics was employed for assessing the students' performance under the MAS at the end of the initial stage and penultimate stage of primary schooling. Since these tests were different from the earlier tests used in the initial survey (BAS), they were used only for assessing the average performance of the students and also for finding achievement gaps between gender and social groups. However the tests that were used during the initial survey in the year 1996 were re-administered after the MAS tests to the same students of 10 randomly selected schools out of the total number of sampled schools who had taken MAS tests in each project district. Data were analysed in terms of mean percentage and standard deviations beside distribution of frequencies and cumulative frequency against different intervals ranging from 0 to 100. Facility values and Discrimination indices were also derived from each test item for each district.

Major findings : (1) The DPEP goal of reducing the differences in achievement between boys and girls in class I on MAS tests in both the subjects to less than 5% had been achieved in 15 out of 17 districts in four states. (2) In class III, gender-wise differences in achievement had been overcome in all the districts of Gujarat both in language and Mathematics. The existing differences in achievement were in favour of girl students in a number of cases, more so in language. (3) In Gujarat rural/urban differences only in two out of three districts, namely Banaskantha and Panchmahals. (4) The DPEP goal of reducing the differences to less than 5% between urban and rural students in class I had been attained in 7 out of 15 districts in both the subjects. (5) In class IV, the differences in achievement between urban and rural students had reduced to less than 5% in language in 7 out of 13 districts and in mathematics 9 out of 13 districts. Some of the existing differences had found favour with rural students. (6) Differences in achievement between SC and others in class I revealed that

11 out of 16 districts both in language and Mathematics had realised the DPEP goal. (7) In class IV, the differences in achievement between SC and Others had reduced to less than 5% in 13 out of 14 districts in language and in 11 out of 14 districts in Mathematics. (8) The DPEP goal of reducing the differences to less than 5% between ST and Others had been realised in 11 out of 16 districts in language and in 7 out of 16 districts in Mathematics in class I. (9) In class IV, the goal of reducing the differences in achievement between ST and Others had been achieved in 10 out of 14 districts in language and in 7 out of 14 districts in Mathematics. (10) In Gujarat where class IV is the terminal grade, the difference between the SC and others, in class III tests of both subjects, had reduced to less than 0.5% in language in both districts and in Mathematics in one district.

Implications and action points : (1) In those districts where the hike in achievement was found to be exceptionally outstanding, intervention efforts may be continued to sustain the gains. (2) For districts showing moderate gains, intervention efforts may be stepped up to boost the level of students' achievement through intensive coaching and cooperative learning. (3) In districts where students' performance had taken a dip, spirited intervention efforts may be made in the direction of rejuvenating the system not only by undertaking the re-analysis of data but also introducing research-based interventions. (4) More inputs are needed in rural areas in respect of class I and in both urban and rural areas in classes I and IV. (5) To enhance the learning capabilities of tribal students, requires the generation of tribal specific teaching learning material in Mathematics. {NC/03}

DPEP CORE RESOURCE GROUP. 2002. **Students' Achievement under TAS Phase I States.** *DPEPCRG, NCERT, New Delhi.*

Objectives : (i) To measure the average performance of students' achievement on the new competency based achievement tests in language and Mathematics at the end of class I and at the end of penultimate class of primary schooling, (ii) to compare the average performance of students' achievement on the BAS tests administered during the initial survey in 1994 with that of students' performance on the same tests re-administered during MAS in 1997, (iii) to compare the achievement differences in regard to area, gender and social groups on MAS tests, and (iv) to study the effect of variables like school, home and teacher on students' achievement .

Scope and geographical coverage : The TAS was targeted to cover 49 expansion districts of the 8 DPEP Phase I states of Assam, Haryana, Kerala, Chhattisgarh, Karnataka, Madhya Pradesh, Maharashtra and Tamil Nadu of these 4 states (Assam, Kerala, Karnataka and Maharashtra), 5 districts had class IV as the terminal grade of primary stage, and the rest had class V as the terminal grade.

Methodology : Normative correlation survey design was used for conducting the terminal assessment survey. Multistage stratified random sampling technique was employed for selection of various constituents of the TAS. 10% of the total number of Govt. and Govt. aided Primary schools including primary sections (I to IV/V) attached to upper primary/secondary/senior secondary schools subject to maximum 50; teachers including the Head teacher and the students at the end of the initial stage of primary schooling and at the end of penultimate stage of primary schooling (III/IV) were selected as sample for the study. Following tools were used for conducting the study : (a) Achievement tests both in literacy and numeracy for class I b) Achievement tests both in language and Mathematics for classes III/IV c) School Record Schedule d) Teacher schedule e) Students' Present Schedule

f) Field Notes g) Training Notes h) Field Handbook. The data were analysed with a view to assessing the current status of students' achievement on newly generated competency based achievement tests in language and Mathematics administered at two levels i.e. at the end of the initial stage and the penultimate stage of primary schooling. The data were also analysed to make a comparison of achievements during BAS 1994, MAS 1997 and TAS 2001. Besides the data were also analysed to find out the achievement gaps on TAS tests in respect of gender, area (rural/urban) and social groups. Data were analysed for a detailed account of students' performance in terms of mean percentage and standard deviation. Distributions of frequencies and cumulative frequencies were also obtained.

Major findings : (1) A comparison of class IV students' achievement in language indicated that 30 out of 34 districts in four states had demonstrated significant positive trends. The hike in achievement ranged from 25% to 48% in 13 districts. Besides, it had ranged from 15% to 25% in 7 districts and up to 15% in 11districts. Sirsa in Haryana and Korba and Sarguja in Chhattisgarh had demonstrated significant decline in language achievement. (2) In class IV Mathematics 30 out of 34 districts had registered significant positive trends. Kaithal and Sirsa in Haryana and Jashpur and Raigarh in Chhattisgarh had demonstrated decline in Mathematics achievement. The hike in achievement from 25% to 60% in 12 districts, from 15% to 25% in four districts and upto 15% in 14 districts. Rest of the 4 districts had shown negative trends. (3) The DPEP goal of reducing the differences in achievement between boys and girls in class I had been realised in 44 out of 49 districts in language and in 40 out of 49 districts in Mathematics across 8 states. (4) In class III gender-wise differences in achievement had been overcome in 14 out of 15 districts in language and all the 15 in Mathematics. (5) Differences in achievement between boys and girls in class IV had been squeezed to less than 5% in 31 out of 34 districts in language and in 31 out of 34 in Mathematics. (6) Differences in achievement between urban and rural students had been overcome to the level of the DPEP goal in 33 out of 49 districts in language and 29 out of 49 districts in Mathematics in class I; in 10 out of 15 districts in language, in 9 out of 15 in Mathematics in class III; and in 25 out of 34 in language and 29 out of 34 districts in Mathematics in class IV.

Implications and action points : (1) As compared to gender-wise differences, area-wise differences were more pronounced in both the subjects in all the classes. (2) It requires concerted efforts to improve the achievement level in rural areas. (3) Special efforts may be put for the improvement of the position of SC and ST students in the districts where the achievement gaps are more than 5%. (4) The data of all those districts that have played exemplary performance may be subjected to re-analysis with a view to finding out positive features of programme implementation so that they may be replicated in other districts as well. (5) The state and district personnel responsible for the implementation of DPEP programme may organise sharing workshops to disseminate the findings of the TAS upto grassroots level so that the district specific interventions may be appropriately planned and implemented in individual institutions. {NC/04}

KATARA, MANORAMA & BHARDWAJ SUPARNA. 1999. **An analysis of classroom situations of primary schools to improve teacher effectiveness.** *Indian Journal of Psychometry and Education. Vol. 301(1). 9-18.*

Objectives : To analyse the classroom situations of primary schools to improve teacher-effectiveness.

Scope and geographical coverage : The study pertains to the analysis of classroom situations of primary schools.

Methodology : A sample of 50 primary schools and 50 teachers covering 10 urban and 40 rural schools was selected for the study. A self-developed problem checklist was administered to know their problems related to classrooms. Students' records, observations and interview method was also adopted to collect the data. The collected data were treated with percentage analysis.

Major findings and action points : (1) There was positive effect of well furnished classrooms on teachers' effectiveness. (2) The equipments available in schools affected teacher effectiveness. A classroom with sufficient teaching learning material created healthy environment for teaching learning process. (3) The performance of students of single grade classroom was better than multigrade classroom situation. (4) Poor hygienic conditions of children affected teaching learning process adversely. (5) Most of the students did not have sufficient grasping power. (6) Due to poor family conditions majority of students could not afford requisites like pencil, rubber, notebook etc. These were provided by the teachers in some schools. (7) Majority of students were not able to conceive the items in particular class. {NC/05}

KAUR, HARBINDER. 1999. **Problems of primary education as perceived by parents in relation to their attitude towards primary education.** *Punjab University.*

Objectives : (i) To find out the differences in the perception of parents, of public and government primary school children, (boys and girls) with regard to the problems of primary school education, (ii) to find out the differences in the perception of parents with different levels of income and education with regard to the problems of primary school education, (iii) to find out the attitude of parents towards education with regard to the type of school their children are attending, and (iv) to find out relation between parents' attitudes towards education and their perception of the problems of primary school education.

Scope and geographical Coverage : The study pertains to 400 parents of public and government primary school children of Roper district of Panjab.

Methodology : The sample comprised 200 parents of public school children and 200 parents of government school children from Roper district of Panjab. A questionnaire was used to find out the problems of primary school education as perceived by the parents. Besides this a Rundquist and Sletto test was used to measure the attitude of parents towards education. The data were analysed with the help of mean, SD, chi-square, analysis of variance and correlation.

Major findings and action points : (1) Parents of public school children perceived maximum number of problems in the area - teaching staff, administrative aspects and examination system, whereas parents of government school children perceived maximum number of problems in the area socio-economic factors, apart from motivation and recreational activities. (2) Sex of the ward had negligible influence on the perception of parents regarding problems of primary school education. (3) Parents having high income level, perceived maximum number of problems in the problem area - teaching staff, administrative aspects and examination system whereas low income parents perceived more problems in the area of physical facilities' in the primary schools. (4) Educational level of the parents also had almost similar influence on the parents' perception of problems. Parents having high educational level perceived maximum number of problems in the area of teaching staff, administrative aspects of the examination system as significant. Low literate parents perceived maximum number of problems in the area of 'Physical facilities' in the schools as significant. (5) Parents of public school children with high income level and high educational level perceived maximum number of problems in the area of 'teaching staff, administrative aspects and examination system' followed by 'socio-economic, motivational and recreational activities' in the existing primary school education whereas parents of government primary school children, low income and low literate parents had the maximum number of problems in the areas of 'physical facilities followed by 'socio-economic, motivational and recreational activities'. (6) Parents in public school children belonging to high income and high educational level wanted good quality of primary school education whereas parents of government school children, belonging to low income and low educational level wanted the basic facilities in most of the government primary schools. {NC/06}

NAGARAJU, C. S. 2000. **Classroom Processes: Comparative Case Studies.** *DPEP Commitment of NCERT, New Delhi: NCERT.*

Objectives : (i) To assess the generation of descriptive categories of classroom process based on observation in schools having different structural and contextual characteristics, (ii) to know and categorize the attitudes of teachers towards the factors associated with goals, support provided to them for teaching, students, materials supervision and monitoring etc., (iii) to relate teachers' attitudinal categories with the classroom process categories, (iv) to measure the quantity of learning experiences in term of opportunity time provided to children in schools having different structural and contextual characteristics, (v) to interpret quantitatively the opportunity time to learn and achievement scores (of 4/5 grade students) and relating these to the descriptive categories in schools and attitudes of teachers, and (vi) to examine the interventions introduced with a view to influence the process leading towards targeted levels of school outcomes in the light of the emergent classroom process categories under the study (the intervention to be focused in training, TLMs, monitoring and supervision etc. for quality improvement in terms of their implied school characteristics and classroom practices).

Scope and Geographical Coverage : One block from one district each in seven states viz. Andhra Pradesh, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Uttar Pradesh.

Methodology : The sample of the study comprised 62 schools from the seven states. There were 17 different types of school combinations like Urban Mono-grade Government, Private Rural Mono-grade and Rural Interior Multi-grade Government etc. Data was collected through non-participant observation of the schools and classroom transactions by a trained observer for five to six days duration, covering different weekdays but spread over six to seven months. Information from school records about the enrollment and attendance of children and teacher absenteeism was collected. Audio recording of teaching-learning discussions, video recording of all the classroom activities on one of the six days and audio recorded interviews of teachers, children and community members were taken. On the basis of collected data, case studies of different types of schools were prepared, based upon which cross-site analysis was undertaken to prepare the report. The project document consisted seven studies of around 1400 teaching episodes.

Major findings and action points : (1) There existed a remarkable similarity across states in normative structuring of time under the curriculum. All the teachers in all the schools considered the official version as the ideal. The variation of its implementation found across differing school context was invariably perceived as an administrative or resource problem and not as a structural problem of curriculum in practice impeding the realisation of learning potential of most of the children. (2) Opportunity time varied inversely with the number of teachers in the school. The opportunity time had reduced across different categories of schools due to teachers' engagement in filling attendance reports for mid-day meal distribution, filling various formats for supplying information sought by authorities and extension of In-service training for one week or more, when teacher is taken away from rural small school. (3) The real school context demonstrated recognisable variety as one characterised by rural habitations/semi-urban fringes, multi-class, attended generally by children that could be categorised by urban mono-class context catering to the middle classes. Both these contexts require altogether different approaches to the structure of curricular training and delivery of the training guided by the common principles of child centered joyful learning. (4) The teachers revealed that they found it difficult to reconcile with the curricular and pedagogic innovations in the place of graded curriculum. They also feel instinctively that though games, activities and group work help young children to enjoy and learn, such an approach has to be carried out for each year grade separately. (5) In most of the so-called multi-grade schools, the teacher pupil ratio was very comfortable as observed in the classrooms but half of the children were just waiting for the teachers to come in most of the cases. (6) Teachers did not have autonomy/capacity/or both to make decisions at the school level within the broad framework. Even the concept of curriculum in educational discourse was not understood properly. (7) In government schools, irrespective of whether the school, located in rural/tribal/urban area or has two/three/four teachers, the same textbook and same year-grade structures associated with the textbook were followed uniformly, because it was prescribed and inviolable. Even the problems/grievances perceived by the teachers emerge out of this and are rationalized because the uniform conditions do not exist. (8) Teachers also expressed that considerable time was utilized to provide statistical information and in maintenance of records. (9) In many states teachers had recognized the need of joyful activity based transactions for the first two years of schooling and they use concrete teaching learning materials. But they also opined that beyond class I and II the joy would dilute learning. (10) The classroom transactions were dominated by textbook and teachers' talk in higher classes. Emphasis on rote learning and dominance of the examination system still persists. Preparation for terminal examination at the end of successive stages dominated the psyche of the teachers. (11) The educational process was perceived as a set of bureaucratic procedures with instructions, rules, protocol and precedents. Hence, each of the new interventions becomes add-ons or amendments. (12) Most of the teachers had welcome training given under the new DPEP project. But, the school practices did not indicate deeper influence of the training programme. (13) Teachers agreed that for the better functioning of the school more involvement of community/parents is very essential. There had been a visible increase in involvement coinciding with the formation of VECs. But the regular attendance of children in the school has not changed much. {NC/07}

NIEPA

AGGARWAL, YASH. 1998. **Primary Education in Delhi (How much do the children learn?)**. *New Delhi: NIEPA.*

Objectives: (i) To inform the professional and the public of the achievement and failures of the government and the private educational system. (ii) To assisting the department of education in undertaking the decisions relating to the development, review, revision and implementation of the existing curricula and the instructional resource materials. (iii) To identify areas of teacher training and supervision that need immediate attention. (iv) To provide the directions for change in both pre-service and in-service teachers' education and (v) finally, to present the areas for further research.

Scope and geographical coverage: The present study covered both private and government schools of Delhi.

Methodology: The baseline learners' assessment study was conducted on a sample of both public and private schools in Delhi. Approximately 5% of the schools (410 MCD schools and 321 private unaided schools) were selected for detailed study. The data was collected on the Learners' Achievement Level through achievement tests in English and Mathematics from both English and Hindi medium schools. The language tests (reading comprehension and word knowledge) for English medium schools were different. Data was also collected on school characteristics, teacher's profile, learner's social and economic background and related aspects. Analysis of the data was done through mean percentages and standard deviation.

Major findings: (1) 15-20% of instructional materials available in the schools were dysfunctional and in-operative and hence could not be used for instructional purposes. (2) The overall mean scores based on class I competencies was 80.2% for language and 78.2 for Mathematics. (3) The mean scores in Mathematics for Hindi and English medium schools were significantly different; however, the girls scored much lower in Mathematics. (4) The mean score for the SC children was 8-10% points lower than those of the children belonging to general category. (5) The differences due to gender were reflected both in language and mathematics when mean scores of girls were compared with those of the boys. (6) The attendance rate was lower among the MCD schools (80% - 82%) compared to private unaided schools where it was 87% - 88%. The attendance rate for SC students was lower by about 5% in MCD schools. (7) Teacher absenteeism was another factor affecting the functioning of the schools. (8) The achievement scores of the learners who had not attended pre-primary education were found to be far lower than those who had attended pre-primary education. (9) The MCD schools were found to have the lowest scores and the highest achievement levels were reported in two private unaided schools. The difference in the mean achievement scores was between 10-15% points, which is highly significant. More than 20% children scored less than 20% in MCD schools. (10) Only 6% of the children enrolled in private unaided schools belonged to SC as compared to 26.5% in MCD schools. (11) 13% of children found it difficult to understand the teachers' language. (12) The achievement scores based on class IV competencies were very low as compared to class I mean achievement scores. The mean score was 40.46% in Mathematics in Hindi medium schools and 56.5% in language. (13) Mean scores of the children studying in English medium schools was 47.8% in Mathematics as compared to 49.7% in language. (14) About half of the teachers in Government schools reported that they had not received any in-service training during the last five years. (15) 63% of teachers teaching mathematics in Hindi medium schools had not studied mathematics beyond the 10th class and the position was not much different in private schools.

Implications and action points: (1) Evaluation of the curricula needs to be undertaken. (a) There is a need for setting up of rigorous academic standards, (b) evolving techniques to measure students' achievement against these standards, (c) Providing incentives and encouragement to the students to achieve what is expected of them, (d) Providing opportunities to the students with special needs to meet the standards through remedial teaching. (2) Opportunities should be provided to the teachers to participate in conferences, seminars and projects on curriculum development, where the current practices and reforms are discussed. (3) Analysis of school management practices is also required. (4) Special focus is needed on strengthening the teaching and learning of mathematics. {NP/01}

AGGARWAL, YASH, 2000. **An assessment of trends in access and retention.** *New Delhi; NIEPA.*

Objectives: To examine various dimensions of access and retention in DPDP district, specifically focussing on (i) analysis of the structure and trends in enrolment for DPDP districts and to examine district level performance indicators since the beginning of DPEP, (ii) analysis of equity related issues in access and retention, (iii) analysis of the recent evidence on repetition rates, and (iv) identification of issues and implications of the above findings on the design and management of the programme for universalisation of primary education in general and that of DPEP in particular.

Scope and geographical coverage: 127 DPEP districts (40 of phase I and 87 of phase II) of 13 states, namely, Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal.

Methodology: The study is based on analysis of DISE (EMIS) data collected from all schools of the DPEP districts every year. In this report the data of latest year 1999-2000 was used along with the DISE of earlier years and data from population census and other sources. Apart from examining the trend in enrolment, such indicators as pupil-teacher ratio (PTO), student - classroom ratio (SCR), gross and net enrolment ratio (GER and NER)and repetition rates were also derived. Indices of gender equity and social equity were also derived for each district using the enrolment and population data. A District Report Card was prepared for each district giving one - page summary of the important educational data and indicators of the district.

Main findings: (1) Significant gains in access and retention have been recorded. However, some decline in enrolment has also been recorded between 1997/98 and 1998/99 in a few states, and more so in Assam. The decline was significant in grade I enrolment in a number of districts. (2) GER is relatively low in Phase I districts of Haryana and Tamil Nadu and phase II districts of Assam, Bihar, Haryana. (3) NER was less than 75 in 53 districts and above 95 in 32 districts. Of the 40 phase I districts, 40% had NER over 95, whereas only in 19% phase II districts, NER exceeded 95. (4) The average PTR in 1999-2000 in phase I districts was 38.3 and in phase II districts, 48.4. The highest PTR (over 60.0) was in UP and West Bengal and the lowest (about 28) in Kerala. (5) Average school classroom ratio (SCR) was 39.7 in phase I districts and 51.8 in phase II districts in 1999-2000. (6) The percentage of female teachers was lowest (15.8%) in West Bengal and highest (73.6%) in phase II districts of Kerala. The average was 34.9% female teachers in phase I districts and 30.9% in phase II districts. (7) Between 1997-98 and 1998-99, the overall repetition rate declined from 6.4 to 5.9% in phase I districts and from 9.1 to 8.4 in phase II districts. Highest overall repetition rates (over 10.0) were in Assam, Gujarat, Bihar, Haryana and Himachal Pradesh. (8) The index of gender equity (IGE) was over 95 in 29 phase I districts and 56 phase II districts in 1999-00. This index has improved between 1998-99 and 1999-00, as there were only 23 phase I districts and 35 phase II districts in which IGE was over 95 in 1998-99. The share of girls enrolment was 47.1% and 45.0% respectively in phase I and phase II districts in 1999-00. (9) In 1999-2000, the index of social equity (ISE) for SC children was over 105 in 50 out of 72 phase II districts and for ST children in 16 out of 37 phase II districts. The index were below 75 for SC children in 7 out of 72 phase II districts and for ST children in 7 out of 37 phase II districts in 1999-2000. (10) On the whole, the outcome of DPEP interventions has been positive and pronounced in phase I districts, but the progress was less than satisfactory in Phase II districts. {NP/02}

AGGARWAL, YASH. 2000. **Primary Education in Unrecognised Schools in Haryana**. A study of DPEP districts. *New Delhi: NIEPA*.

Objectives: (i) To analyse the growth of recognised and unrecognised primary schools (PUS), (ii) To estimate the enrolment in unrecognised primary schools, (iii) To examine the nature of facilities in the PUS, and (iv) To examine fee structure and related characteristics.

Scope and geographical coverage: The survey was conducted in all the DPEP Phase I districts namely, Hisar, Sirsa, Jind and Kaithal.

Methodology: For the purpose of the study, all identified PUS were surveyed in the selected blocks. Proportionate sample of blocks in each phase-I DPEP district was drawn. The blocks were selected randomly from the list of blocks in each district. In all 13 blocks were selected. The data was collected through visit to the 878 schools by the enumerators. Separate instruction module for filling up the questionnaire were developed and shared with the block and cluster coordinators. Necessary training for filling up of data capture format was also provided to all cluster level coordinators. Data from the villages having unrecognised schools was also collected on population distribution and availability of educational facilities within and in neighbourhood of the village.

Major findings: (1) 18.7% children in Haryana were attending un-recognised schools. (2) Districts of Sirsa and Hisar had 28%, Jind had 15.7% and Kaithal had 48.8% in Kaithal had enrolment in unrecognised schools. There were some blocks where the ratio of children studying in unrecognised schools was in the range of 35-40%. (3) Proportion of girls to total enrolment was about 35% in un-recognised schools as compared to 47% in government aided schools. The gender bias in school choice by the parents is thus quite evident. (4) About 30% of the school heads identified lack of English teaching in government schools as a major reason for parental choice not to enroll their children in Govt. schools. (5) Unrecognised schools were better equipped in terms of drinking water facilities, toilets, blackboards, maps and benches/mats as compared to the government schools. However the unrecognised schools were deficient in terms of availability of syllabus, library books and instructional materials required for classroom interaction. (6) The PTR in the un-recognised schools was in the range of 21-25 and in the government schools more than 50, in most of the blocks. (7) The attendance rates were significantly higher in the un-recognised schools as compared to the recognised schools. The analysis of attendance registers for the month of February / March 1999 showed an overall attendance rate of about 93%. (8) The growth of unrecognised schools in Haryana is of a recent origin. About 70-75% unrecognised school were established during the 90s. This is significantly higher as compared to the expansion of government schools in the same area.

Implications and action points: (1) Government schools should compete with the private schools in terms of quality of access, efficiency and quality of teaching learning. (2) The state government should provide freedom so far as the functioning of various types of private schools is concerned, but at the same time, evolve mechanism for quality control and informing the pubic about the performance of all types of schools including the private unrecognised. (3) There is still vast scope for improving quality of education for the marginalised groups of population, where formal school has not been able to reach due to its own limitations. (4) The policy should focus on the monitoring the quality of education rather than on the competition of one against other. {NP/03}

AGGARWAL, YASH. 2001. **Regaining Lost Opportunity - The Malaise of School Inefficiency**. (A study of DPEP districts in Tamil Nadu). *New Delhi: NIEPA.*

Objectives: (i) To estimate the proportion of children of a cohort who are able to complete primary education in five years period and to examine the class to class promotion rates, (ii) To examine the differentials in completion rates by gender, caste and other related characteristics, (iii) To classify schools according to the efficiency level so that remedial measures and other interventions for improving schools' efficiency can be designed, and (iv) To examine spatio-temporal changes in completion rates up to grade three using the truncated cohort method.

Scope and geographical coverage: An empirical 'true cohort' study in all seven DPEP districts was undertaken.

Methodology: A total of 9,825 schools and more than 263,000 students belonging to the 1994-95 cohort were covered and 6,616 schools and 190,000 learners were covered through truncated cohort based on 1996-97 Grade I enrolment in Phase-I districts. An empirical study based on school records for five years for the cohort beginning Grade I in 1994-95 was designed and executed using a specially designed data capture format covering all schools in the seven DPEP districts. Schools established after 1994-95 were excluded from the study. A similar study was undertaken in all schools of Phase-I districts for the grade I cohort of 1996-97 (Truncated cohort). Student flow method was used for measuring school efficiency. The present study used a variant of the true cohort method.

Major findings: (1) The holding capacity of the primary schools in DPEP districts in Tamil Nadu was very high. Overall 82.4% of grade I students from 1994-95 cohort were retained for five years. (2) Of all children retained in the school for five years as many as 28.5% could not reach grade V. (3) Only 91.7% children reaching grade V passed the final examination. (4) Of all the repeaters, 35.1% repeated in grade I, 18.8% in grade II, 20.7% in Grade III and 25.4% in Grade IV. (5) After accounting for dropouts and even repeaters, the overall CRF (completion rate in five years) was 55% but the inter-district variations were large with Dharmapuri (50.5%) having the lowest and Thiruvannamalai district having the highest CRF (60.4%). (6) The girls reported higher CRF than that of the boys thus showing that girls performance was not less than the boys. (7) The present levels of CRF (50-60%) were not adequate to achieve the target of UPE in the near future. (8) The study identified 1,583 schools (16.1% of all schools) in which the CRF was more than 75%. (9) Phase II districts had higher dropouts as compared to Phase I. (10) Dropouts among girls were lower than that among boys. (11) Schools with girls' toilets showed lower dropout rates. (12) Thus single teacher schools had the highest dropout rate (13) ST students had the highest dropout as compared to other communities (14) Government schools had much higher dropout rate than the schools under private management (15) Less than half dropouts were due to failure in the examination.

Implications and action points : The reforms should focus on – (1): Consolidation of on-going educational reforms (2). Identification of out-of-school children. (3). Improving the internal efficiency (4). Enhancing the quality of learning. (5). Strengthening of monitoring mechanisms for measuring school effectiveness. (6). Remedial teaching for slow learners and increasing the relevance of education for various sections of the society. 7. Redeployment of teaching and non-teaching resources to produce output at least cost. {NP/04}

AGGARWAL, YASH & MRITYUNJAY M. JHA. 2001. **Primary Education in Rural Haryana – Perception of Village Committees.** *New Delhi: NIEPA.*

Objectives: (i) To find out the perception of the village community about the factors affecting the schools' choice and the reasons for differential performance of the government and private schools, (ii) to understand the functions and role of VECs in improving school management and effectiveness especially in government schools, (iii) to examine the extent to which the DPEP has changed functioning and effectiveness of government schools, (iv) to examine the nature and effectiveness of monitoring and evaluation, especially in the context of government schools.

Scope and geographical coverage: Two contiguous blocks from the neighboring districts of Kurukshetra and Kaithal were selected for the study.

Methodology: A total of four villages were selected from each block for the sample for the study. The selection of villages was based on their size and location in a contiguous area cutting across the boundaries of both the blocks. A checklist of questions covering various aspects of school choice by the parents, nature and type of school, management, teachers' attitude to teaching learning, facilities in schools, teaching learning processes, were developed. Respondents included parents, whose children were studying in government and private schools, village Pradhan, VEC members, educated youth and teachers of private and government schools. The in-depth interviews and field investigations in the selected villages were carried out. The focus of the study was more on qualitative aspects than quantitative numbers.

Major findings: (1) In medium size villages, with population varying between 1000 and 5000 on an average, three schools were functioning out of which two happened to be private schools. In small villages, excepting one village, at least one private school existed along with the government school in both the DPEP and non-DPEP districts having 6-10 classrooms. (2) In the non-DPEP district classes were held in dilapidated buildings or outside in the open but in private schools rooms might be small but were kept in a good condition. (3) Lack of adequate teaching staff in the government primary schools of small size village led the villagers to open another private unrecognised school where classes were not overcrowded and children were looked after properly. (4) A good number of teachers in private schools assured effective teaching, which was not the case in government primary schools which were lacking in accountability. (5) Interviews with parents indicated that teachers' qualification was not an important consideration; what mattered the most was the regularity of teaching learning and the score, that a child got in the examinations. (6) Teachers reported that the in-service training was useful to improve the classroom teaching learning processes. (7) In the non-DPEP districts, it was the irregularity and absenteeism of teachers that forced parents to look towards private schools (8) Nearly half of the private schools were found to be functioning with proper classroom atmosphere and the remaining schools were overcrowded (9) Parents of children in private schools took more interest in monitoring the progress of their children. (10) Incentive schemes have helped in bringing more and more children to government primary schools.

Implications and action points: (1) Accountability and school effectiveness - there is no accountability of the teachers and inspection and supervision mechanisms have failed to bring about any qualitative change in school effectiveness. (2) Not only more teachers are required to conduct regular classes but quality of teaching should also be improved. (3) Public private partnership should be strengthened - The teachers in the low performing schools should be given 2-3 years time to bring about qualitative change in the school functioning. Failing to do so should result in second tier of action. (4) Promote public accountability -VEC members should be given yearly evaluation of teachers about their regularity and timing. A bi-monthly general assembly should be organised to strengthen school community interface. (5) The no-detention policy needs to be reviewed to determine the extent to which it has achieved the stated objectives. Incentives to attract some children to come to school but their adequacy, timely distribution and utilisation need to be examined in detail. {NP/05}

AGGARWAL, YASH. 2001. **Progress towards universal access and retention (in 2 volumes) - Analytical Report and District Report cards**. *New Delhi: NIEPA.*

Objectives: To examine various dimensions of access and retention, specifically focussing on (i) The analysis of the structure and trends in enrolment for DPEP districts and to examine trends in district level performance indicators, (ii) the analysis of equity related issues in access and retention, (iii) the analysis of data pertaining to completion rates using true cohort method, and (iv) the identification of issues and implications of the above findings on the design and management of the programme for universal primary education in general and that of DPEP in particular.

Scope and geographical coverage: 192 DPEP districts in 17 states including the three new states and Andhra Pradesh which was not covered in the similar study report of 2000-01.

Methodology: The study is based on analysis of DISE (EMIS) data collected from all schools of the DPEP districts every year. In this report the data of latest year 2000-01 was used along with the DISE of earlier years and data from population census and other sources. The trend in respect of such indicators as pupil-teacher ratios (PTR), student-classroom ratio (SCR) enrolment, gross and net enrolment ratios (GER and NER) and repetition rates were examined. Indices of gender equity and social equity (IGE and ISE) were also derived for each district using the enrolment and population data. A District Report Card was prepared for each district giving one-page summary of the important data and indicators of the district. These district report cards are included in the 2nd volume, whereas the main Analytical Report is given in the first volume. For presentation of the findings, the DPEP districts were divided into 4 groups: Group 1 comprising 39 Phase I districts in which DPEP stated in 1994; Group 2 comprising 86 Phase II & III districts, in which DPEP started in 1997/98; Group 3 comprising 63 districts (including 34 districts of UP and 18 of Andhra Pradesh) in which EMIS data became available for the first time in the year 2000-01; and Group 4 districts comprising only those 4 districts for which the complete time series data was not available.

Major findings: (1) Enrolment declined by 1.25% in Group 1 districts between 1999/00 and 2001/01. There was a small increase of 2.5% in enrolment in Group 2 districts. The decline was maximum (11.3%) in Assam over 1999/00 - 2000/01. (2) Of the 125 districts of Group 1 and 2, enrolment in Grade I declined in 57 districts. (3) GER in Phase I states varied between 83.7 (Assam) and 104.7 (MP and Maharashtra); in Phase II districts, average GER was 83.1 and on including AS/EGS schools, it became 85.5 in 2000/01. (4) The lowest NER in Phase I states was 68.4 (Tamil Nadu) and the highest was 95.3 in Maharashtra in 2000/01. (5) Average PTR was 38.1 in Group I districts; 49.2 in Group 2 districts; 46.5 in Group 3 districts and 46.0 in Group 4 districts. (6) IGE exceeded 95 in 31 out of 39 Group I districts, in 51 out of 81 Group 2 districts and in 39 out of 51 Group 3 districts; it was 75 or more in every district. (7) ISE for SC children exceeded 105 in 31 out of 36 Group 1 districts, in 57 out of 75 Group 2 districts and in 36 out of 41 Group 3 districts; it was less than 75 only in 9 out of 152 districts. (8) ISE for ST children exceeded 105 in 10 out of 19 Group 1 districts, in 15 out of 40 Group 2 districts and in 5 out of 10 Group 3 districts; it was less than 75 in 10 out of total 69 districts. (9) The overall Repetition Rate was 6.3 in Group 1 districts and 8.1 in Group 2 districts in 1999/2000; it had declined marginally between 1998/99 and 1999/00, as its value was 6.5 in Group 1 districts and 8.2 in Group 2 districts in 1998/99. RR for Group 3 districts could not be calculated due to lack of 1999/00 enrolment data. (10) Completion and Dropout rates based on Cohort studies conducted at the state level are reported for Maharashtra, Karnataka and Tamil Nadu. The average cohort dropout rate is 33.8% in Maharashtra, 17.9% in Karnataka and 17.6% in Tamil Nadu. (11) As regards toilet facilities in schools the percentage share of schools having general toilets was 30.5 in Group 1 districts and 28.5 in Group 2 districts; the percentage share of schools with girls' toilets was 19.4, 17.1 and 11.7 respectively in Group 1, 2 and 3 districts. (12) The percentage of schools having drinking water facility was 71.8 in Group 1 districts, 71.3 in Group 2 districts and 73.7 in Group 3 districts (13) Percentage of schools having boundary walls was 24.5, 19.3 and 22.4 respectively in Group 1, 2 and 3 districts. (14) The student-classroom rates (SCR) was 38.8 in Group 1 districts, 50.5 in Group 2 districts and 55.5 in Group 3 districts; there was marginal decline in SCR in Group 1 and Group 2 districts between 1999/00 and 2000/01. The percentage of schools in which SCR exceeded 90 was 6.46 in Group 1 districts, 15.12 in Group 2 districts and 21.11 in Group 3 districts.

Implications and action points: (1) There has been significant gain in access and retention. Apart from formal schools, Alternative schools and schools under Education Guarantee Scheme cover 2.5 million children in DPEP districts. However, the decline in enrolment in 57 out of 125 districts requires in-depth study to identify the reasons of decline. (2) High pupil-teacher ratio and increase in the number of single teacher schools is a matter of concern. Also in a few states like Bihar and West Bengal, the proportion of female teachers is very low. (3) Attention has to be given to the problem of wastage as repetition rates are quite high in some states and Completion Rates in 4/5 years as shown by the retrospective cohort study in Tamil Nadu, Karnataka and Maharashtra, are rather low. (4) While the overall progress made in providing primary education to girls and SC children has been good, the Social Equity Index for ST children has remained stagnant. (5) The DISE data on which this study is based are not of uniformly good quality. There are large variations in the quality of data collection, computerisation and reporting. Hence periodic sample surveys for validation of data should be carried out and schools providing incorrect data should be taken to task. {NP/06}

JOSEPHINE, YAZALI. 2000. **Convergence of DPEP with ECCE - Impact on girls' enrolment and retention at primary schools in tribal areas.** *NIEPA, New Delhi.*

Objectives: (i) To analyse the effectiveness of the programme in achieving two-fold purpose of ECCE, one as preparatory stage for children and second as a supportive service to the school going sibling in tribal areas, (ii) To investigate the functioning and measure the effectiveness of DPEP approach of convergence of ECCE in promoting Primary education programmes in tribal areas, and (iii) To assess the effectiveness of the programme in Tribal areas, in girls' enrolment and retention in primary schools.

Scope and geographical coverage : The study was delimited to two states, namely, Maharashtra and Madhya Pradesh.

Methodology : The study was based on purposive random sampling. The sample districts were Aurangabad district from Maharashtra State and Surguja district from Madhya Pradesh. Districts identified were based on the low enrolment rates of girls (ST) at primary level. In Aurangabad district Soagaon block (Non-convergence with DPEP) was selected and in Surguja district Premnagar block was selected (convergence with DPEP). In each block 5 villages were selected where pre-primary education (SSK, ECCE, Anganwadi) programme had been implemented. The study was conducted through personal interviews and through questionnaires.

Major findings and action points : (1) The children were highly motivated and in Madhya Pradesh particularly they even insisted on carrying little bags to schools. (2) Through this programme the objective of education has gone into the hearts of rural and urban masses of India to understand the intrinsic value of pre-school education. The masses understood the importance of pre-school education. They looked upon it as a stepping stone to formal primary education. (3) In Maharashtra the benefit of the early childhood care centers were very much pronounced in the rural tribal areas of the Soagaon block. (4) The perception of parents about the ECCE center on girls' education has changed. They had also suggested the points for improvement of ECCE centers and to bring about various changes in their children. (5) The instructors also expressed more cooperation from community, like in the preparation of food, bringing foodstuff from the block head quarters and keeping them in safer place, building general consciousness amongst general people for sending children to schools. (6) The community had not rendered any financial help to the ECCE centres so far because of their poverty but it rendered physical and moral support. (7) The instructors faced so many difficulties in conducting the center, like in-sufficient salaries, less facilities etc. The centers could do well if some support from DPEP as in other districts, or organised way is available. (8) Teacher absenteeism was very high in three centers so parents were afraid to send their girls to schools. If DPEP converged with these centers, it might yield better results. (9) In the tribal areas where DPEP converged with ECCE there was greater impact in enrolment and retention of girls in primary schools than in the tribal without DPEP support. {NP/07}

JOSEPHINE, YAZALI. 2000. **Effectiveness of DPEP Resource Institutions - A study of BRC & CRC institutions of Betul district in Madhya Pradesh.** *NIEPA, New Delhi.*

Objectives : (i) To examine the functioning of BRCs with CRCs and DIETs in Betul district, (ii) To measure the physical targets and achievements of training programmes in terms of cost and to study the utilisation pattern, (iii) To pin point the area where the DPEP funds were wasted, and (iv) To study the impact of teachers' training on the final beneficiaries.

Scope and geographical coverage : One of the DPEP districts of Madhya Pradesh namely Betul district, which had shown decreasing trend in utilisation of funds was chosen.

Major findings : (1) There was an inadequacy of teaching training materials in electronic mode; non-availability of quality instructors, non-availability of electronic teaching learning devices for the instructors. (2) The establishment and functioning of BRCs was proved financially cost effective and viable on training aspect. (3) The mobilization efforts at the local level especially at block level had generated a new awareness regarding the need for sending children to schools. (4) The frequent in-service training of teacher envisaged under DPEP and delivered through the Block Resource Centers had changed the nature, content and pattern of training imparted to the primary school teachers. (5) Since Cluster Academic Coordinators were not paid DA to travel within their respective clusters, which was within 8 kilometers of radius, they were not taking much initiative to monitor. (6) The decision making process at the local level has become more information based and participatory in nature.

Implications and action points : 1. Organisational arrangements to institutionalise the local level capacity building activities need to be given an added emphasis in DPEP. 2. At the local level it is important to make a distinction between professional academic support and guidance required and the role of community support. 3. Provision of satisfactory service for teacher is a essential for the effective system of education of the district. 4. Since the

DPEP is providing intensive academic inputs over the years, it is very necessary to monitor what is actually going on in the classrooms. The utmost importance should be given to cost effective studies and follow-up action, 5. Systematic information system and widespread sharing of information among the programme planners, implementers and beneficiaries of other districts or blocks is necessary to improve the project performance. Implementation of an the effective accountability system for officials is needed to achieve the objectives of DPEP. 6. Systematic monitoring and evaluation will provide feedback for introducing necessary correctives from time to time. 7. Monitoring and evaluation mechanism should get built at the national and state project level, so that the feedback is used for introducing corrective action. 8. Involvement of field workers and academicians could legitimate the evaluation and monitoring. {NP/08}

MENON, PRAMILA. 1998. **Functioning of Village Education Committees: A Study of Selected VECs in Haryana.** *New Delhi: NIEPA.*

Objectives : To understand more clearly the actual functioning of the VEC over a period of time. The specific objectives of the study were: (i) to study the guidelines prepared and issued by the State Government for the formation of VECs, (ii) to study the process of formation of Village Education Committees in the selected localities, (iii) to examine the activities undertaken by the VEC in the previous year, and (iv) to analyse if there are any variations in the roles perceived and roles performed.

Scope and geographical coverage : The study covered two DPEP districts Hissar and Jind of Haryana.

Methodology : Distance and variations in population and education standard were kept in mind in selecting the blocks. In Hissar district, the blocks that were covered under the study were Hissar 1 and 2 and Siwani block. A total of eight Village Education Committees were studied in this district. In district Jind, two blocks were identified i.e. Naguran and Safidon. Here again eight Village Education Committees were studied. The information regarding the formation, composition and activities of the VEC was ascertained through a structured questionnaire especially developed for the purpose. This questionnaire covered various dimensions of the functioning of the VECs. An attempt was first made to understand the profile of each member through a section on personal characteristics. This was followed by eliciting information from the members about the process of formation of Village Education Committees. The section on the actual composition of Village Education Committees included details regarding the number of members and the roles assigned to each of the members regarding enrolment retention and achievement. The third major section of the questionnaire related to the actual roles and functions performed by the Village Education Committee. There were questions on understanding of the school plant, efforts towards mobilization of children, and drives for retention of children. The questions relating to enrolment were designed to find out whether there was a data base of children of the school going age group in the district and also to find out whether any attempt was being made to mobilize children on a sustained basis. Finally, an attempt was made through the questionnaire to find out whether there had been any impact of the activities/functions of the VEC and the larger system in terms of bringing about greater awareness in the village community, and a certain accountability in the members at the village level. In all, sixteen Village Education Committees were interviewed using this questionnaire.

Major findings & action points: (1) Village Education Committees have been constituted in the districts visited and by and large, they were as per the norms specified by the State Government guidelines. The norms of membership in general have been followed, and in particular the norms of membership of women have been fulfilled. (2) A significant percentage of members of VEC had formal educational level up to the secondary stage and above. (3) The role of Village Education Committees had been predominantly in areas related to accessibility and participation of children, particularly girls. (4) Enrolment in the first three classes have increased considerably, though the teacher-pupil ratio is 1:70. (5) Enrolment of girls was perceptibly high in areas where girls' schools have opened. (6) There had been a visible change in the attitudes towards girls' education in the last three years. (7) The participation of lady teachers had further enhanced the functioning of the schools. (8) The grants made available through DPEP for innovative projects and preparation of low cost teaching learning material, had been utilized to the maximum. In a number of schools visited, the display of teaching learning material indicated the effort made by the teachers to generate unique and relevant material. The material was prepared in the context of the village and, therefore, made it easier for children to understand and internalize the concepts. (9) The resources for construction work had also been utilized to the maximum. In particular, attention had been paid to the construction of toilets and provision of hand pumps for drinking water. In some cases, boundary wall and gates had also been constructed. The Village Construction Committee had emerged as a very vibrant structure actively involved in improving the school and its surroundings. (10) In Haryana, the composition of the VEC ensured that 50 per cent of the representation was for women. However, in terms of the actual role in the functioning of VEC, the participation of women was still limited. Women still observed Pardah and many of them did not even look up, let alone speak. The woman pradhan who was elderly was more vocal. This reticence and non-participation of women would affect the functioning of VEC as many of the issues will remain un-addressed. {NP/09}

MENON, PRAMILA. 2001. **Content Analysis of Training Modules for Village Education Committees : A Study of Seven DPEP States.** *New Delhi: NIEPA.*

Objectives : (i) To analyse the content of training modules developed for VEC to understand their effectiveness and impact, (ii) To critically examine their design and content, (iii) To understand and study the guidelines prepared and issued by the State Govt. for the formation of VECs, (iv) The study of roles and functions of VEC as per State Govt. order, (v) To understand the mode of transactions and perception of trainees regarding the usefulness of these modules, and (vi) To understand the procedures adopted by each of the states for development of training modules.

Scope and Geographical coverage: The study covered seven Phase-I, DPEP States namely, Assam, Haryana, Kerala, Karnataka, Madhya Pradesh, Maharashtra and Tamil Nadu.

Methodology : Attempts made to understand the State level interventions with regard to the formation of VEC. Discussions were made to understand the procedures adopted by each of the states for designing the training module and persons entrusted to develop them. These modules were analysed with respect to their relevance, design and also to prepare Village Education Committees for their roles and functions.

Major findings & action points : (1) In all the states the VEC members were made familiar with the District Primary Education Programme. (2) 3 to 4 types of material were included in the preparation of the training module. Training material consisted of guidelines manual/ handbook. In Assam two types of modules were prepared, one for the Village Education Committee and the other for master trainers. (3) The variations consisted in the kind of support mobilized for preparation of the training modules - Resource groups, agencies/institutions outside of the state. In Assam training modules for Village Education Committees had been developed in cooperation with the Voluntary Health Association of India and NIEBM. In Haryana, the State Council of Education Research and Training was intensively involved in the preparation of the training modules. In Madhya Pradesh, effort was made to learn from the experiences/lessons of Lok Jumbish Parishad and Eklavya Sanstha. The resources of the State Resource Centre of Bhopal had also been tapped in order to bring out the two documents. In Maharashtra the handbook for Village Education Committee had been evolved through the effort of Director MSCERT and Project Officer of UNICEF. Karnataka marked a departure by having identified resource groups from within the state to include State Project director, faculty from the Department of State Council of Educational Research and Training, and faculty from State Resource Centre, Mysore. The scene in Kerala was even more contextual, as it had identified a District Resource Group comprising of selected academic coordinators from Block Resource Centres, DIET faculty members and District Project Coordinators. In Tamil Nadu also the District Resource Groups were actively involved in the preparation of district specific training modules for Village Education Committees. (4) In the modules/guidelines/manuals some of the major areas were sensitization, awareness building, knowledge and skill building. (5) The content areas of modules/training material developed for the training of VEC members have been determined more or less by the objectives for which the modules were prepared. Broad range of areas had been covered Across the states. Some of the common features in terms of content were information about DPEP, knowledge about the roles and responsibilities of VEC, issues related to the State context and role of community in achieving the goal of UPE. {NP/10}

NIEPA-(School and non-formal Education Unit). 2002. **District Institutes of Education and Training - A National Evaluation.** *NIEPA, New Delhi.*

Objectives : To find out available technical and infrastructural capacity of DIETs in all states in the country for carrying out the assigned functions. Specifically, the study looked into the following aspects of the DIETs : (i) Progress made in the implementation of the DIET scheme as set out in the POA of the NPE 1986 and the subsequent modifications, (ii) Feedback on the performance of DIETs in the country, based on an assessment of the functioning of DIETs in the states, with a view to suggesting measures that may be taken to enable DIETs to perform the functions expected of them, and (iii) Documentation of basic information about each DIET in the country.

Scope and geographical coverage : Appraisal of 392 DIETs spread over 28 States and Union Territories in the country, set up since 1989-99.

Methodology : The strategy followed to observe and record relevant information, included a collaborative approach involving regional level professionals in the field of programme evaluation in education. The states were grouped for effective coordination of study related tasks, and these groups were assigned to them on regional basis. Different measures were adopted to collect required information on selected aspects of DIET. (1) For General Information Base on all DIETs in the country, a questionnaire was canvassed to know the status of (a) physical infrastructure, (b) technical and academic equipment, (c) staff position,

(d) academic programmes and activities, and (e) financial status. (2) For data on functioning of DIETs, a limited sample of DIETs in a state was taken and required information was collected through personal visits, using interviewing, focussed group discussion and structured as well as unstructured observation techniques. (3) For ascertaining the views of stake holders, interviews were held with Principals and staff members of selected DIETs. A sample of elementary school-teachers in the district, trainees in DIETs and education authorities at the district and sub-district level institutions were also contacted.

Major findings : (1) No time frame had been followed by the states in setting up the DIETs, specified in the MHRD Guidelines. (2) Creation of new districts in certain states or formation of new states had also added to existing problems of provision of sanctioned staff or under-utilization of already available facilities. (3) About 83% DIETs had their own buildings but their maintenance was not satisfactory. (4) Hostel facilities were not available in DIETs, located in Delhi, Meghalaya, Pondicherry. In other states 39% DIETs were without hostels. (5) Education technology related teaching learning equipment was generally not used in states like Uttar Pradesh, Orissa, Tripura, Manipur and Nagaland. (6) Out of the seven branches envisioned in the DIET designed to carry out the expected functions, four branches namely Planning and Management, Educational Technology and Work Experience were non-functional in most of the DIETs in the country. (7) Perception of the role of District Resource Unit (DRU) in a DIET was not clear at all. (8) Within DIETs, library was most neglected in the absence of a trained librarian. (9) Shortfall in teaching positions in many states had adversely affected the quality of teacher training. (10) The PSTE programme was not offered in some of the North Eastern states. (11) 21 days in-service training programme as perceived by the teachers, was not of much help to them. (12) Lack of coordination was especially observed in many DPEP districts where in-service activities of DIETs had no coordination with Block Resource Centers or Cluster Resource Centers activities. (13) No studies had been reported by DIETs in Mezoram, Tripura, Arunachal Pradesh and Manipur. Most of the Kerala DIETs (11 out of 14) had conducted some studies (19 completed); Delhi DIETs (5 out of 7) had completed 44 studies; Tamil Nadu DIETs (11 out of 21) had reported 24 studies; In Assam 9 out of 18 DIETs and in Orissa (7 out of 13) had conducted 24 and 21 projects respectively. (14) In terms of nature and quality of Research expected to be undertaken in DIETs, the situation was not encouraging and the absence of sub-committee on studies and Action Research of the Programme Advisory Committee in DIETs was non existent or was only on paper and its meetings had been highly irregular. (15) The internal management of DIETs and their functions mainly directed by the SCERTs, which in turn had hardly any functional autonomy and academic-technical support to offer. (16) Whatever funds reach DIETs by the end of the financial year were under-utilized due to delays at various levels.

Implications and action points : 1. Each DIET has to be viewed independently in a district specific context, not just a part of a State level scheme. 2. Joint planning of Training Programme Calendar at district level involving all district and sub-district level structures is needed. 3. Staff Development in DIETs with focus on Research and Training Design Capabilities is urgently needed. 4. Field extension programmes to be made at par with PSTE and in-service training in order to build closer linkage between DIET staff and elementary schools. 5. Infrastructure available at the existing DIETs need to be reviewed for their suitability and utilization-level, specifically the provision of hostels and residential accommodation. {NP/11}

VARGHESE, N.V., SANJEEV K.S. & BIJULAL M.V. 1998. **How much do children learn in Primary Schools?**. A study of Wayanad District. *New Delhi: NIEPA*.

Objectives: (i) To analyse the status of functioning of primary schools in different blocks, (ii) To highlight the teaching-learning conditions in schools, and (iii) To analyse variations in levels of learner achievement among different blocks and schools.

Scope and geographical coverage: The report focused on Wayanad district of Kerala and 3 blocks selected from this district for the study as a part of series of studies under DPEP Phase I.

Methodology: Sample for the study consisted of 36 schools, 983 grade 4 children, 714 grade 2 children and 164 primary school teachers from the selected educational districts (talukas) of Mananthavady, Sultan Bathery and Kalpetta. The blocks and the schools were selected at random. Teachers not exceeding five were selected from those teaching primary classes in the sample schools who had taught the students selected for test administration in grade IV & II in the previous year and the teachers who were currently teaching in grade II and IV including the head master of the primary school. The following tools were used for data collection (i) School Record Schedule (ii) Teacher Schedule (iii) Headmaster Schedule

(iv) Students Present Schedule (v) Standardized achievement - tests developed by NCERT were administered to children studying in grades II and IV. These tests are based on the levels of competencies to be attained by them by the end of grade I and III respectively in Mathematics and language. Data analysis was done through mean and percentages.

Major findings: (1) The levels of learner's achievement in grade II Malayalam were reasonably high in this district; the performance of students in grade II Mathematics was lower than that in Malayalam. (2) The inter-competency variation in mean scores varied considerably in this district i.e. the mean score for division was only 20% where as that in number and place value was around 53%. (3) In grade II level performance, nearly 45% learners in this district had score level of 80% or above in Malayalam; 29% of the students had achieved mastery levels in Mathematics. However the mean scores in grade IV were very low in Mathematics and Malayalam both (4) Number of students scoring 80% or more in these subjects was also much less as only 5.9% students could score more than 80% in Malayalam and only 0.2% students could score 80% and above in Mathematics in grade IV. (5) Nearly 60% students in Mathematics could score marks less than 40% which was the pass percentage; the same for language was around 29% (6) Inter-block variations were less in grade II scores both in Malayalam and Mathematics. However, inter-block variations in Malayalam scores in grade IV were more than in grade II. (7) Inter-block variations were less in competencies where students scored better and substantial where students performed poorly. (8) Substantial variations were found in levels of learner achievement between different schools in the same block as the highest scoring school in Mananthavady block scored 85.6% in grade II Malayalam whereas the lowest scoring school in the some block scored only 39.7%. (9) while the performance difference between the best scoring school and the poorest scoring school in Malayalam was around 36% points, in Mathematics it was 45% points. (10) There was a sharp decline in the mean scores when students transited from grade II to grade IV in both the subjects. (11) The relative position of this district in terms of mean scores among the districts under study had improved. It was ranked the lowest in grade II Malayalam scores, it ranked first in terms of mean scores in Malayalam in grade IV. (12) Management type did not have a major influence in the performance levels of the students; however all the four schools of the best performing category in grade II Malayalam tests were under Government Management.

Implications and action points: 1. The share of tribal students was substantial in many schools that created problems in teaching of language especially in the early stages of primary education. 2. Most of teachers in the district were non-tribal and hence they were not familiar with tribal culture and dialect resulting in difficulty for the students in the initial stages of primary education to understand the language used in the textbooks. A glossary consisting of most commonly used words in tribal dialects should be introduced to teachers during their in-service training programmes. 3. Many of the teachers were migrants from southern parts of Kerala; it added to the problem of classroom transaction. 4. Teachers felt that the in-service training programmes provided by the DIET were more theoretical and less practical oriented. 5. Although Parent Teacher Associations were formed in all the schools, they were very active only in some schools. 6. The low mean scores in Grade IV in Mathematics needed to be closely scrutinised. This was more so in the competency areas like division, fraction, subtraction etc. {NP/12}

VARGHESE, N.V. & SANJEEV, K.S. 1997. **Educational Process and Progress - A study of Primary schools in Kasaragode district, Kerala.** *New Delhi: NIEPA.*

Objectives: (i) To analyse the status of functioning of primary schools in different blocks, (ii) To highlight the teaching learning conditions in schools, and (iii) To analyse variations in levels of learner achievement among different blocks and schools.

Scope and geographical coverage: The study was limited to the selected blocks of Kasaragode district of Kerala.

Methodology: The blocks and the schools were selected at random. In all 37 schools, out of which 19 were government, one panchayat and 17 private aided schools, were selected. The priority in selection of teachers was given to the head master of the school and the teachers who taught the selected students for test administration in grade IV and grade II as well as the teachers who were currently teaching grade IV & II. The sample consisted of 37 schools, 977 grade IV children, 722 grade 2 children and 151 primary school teachers from the selected educational subdistricts of Bekal, Kubmbla, Cheruvathoor and Kasaragode for this field study. The following schedules were used for the empirical data collection for the study (i) School Record Schedule (ii) Teacher Schedule (iii) Head master schedule (iv) Student present schedule (v) Standardised achievement test developed by NCERT were administered to learners studying in grade II and IV. These tests were based on the levels of competencies to be attained by them by the end of grades I and III respectively.

Major findings: (1) The levels of learners achievement in Kasaragode district were better than that of Malappuram and Wayanad in grade II and that of Mallapuram in grade IV. The inter-district variations were less in mean scores in language in grade II and were higher in mean socres in Mathematics in grade II. (2) Within the district the overall mean scores in both the subject areas (language and Mathematics) were higher in grade II and in grade IV. More than half of the students (51.2%) scored more than 80% in grade II Malayalam; similarly more than two-fifths of the students (42.7%) scored more than 80% in Mathematics. (3) The inter block variations were considerable in both the subjects as 73% students in Cheruvathoor could score more than 80% in Malayalam, 39% in Bekal, 34.5% in Kumbla and 45% in Kasaragode. (4) Nearly 90% students in Cheruvathoor had mean scores more than 40% in language whereas nearly one-third students in Kumbha and Bekal scored less than 40%. (5) The differences came down in case of mean scores in Mathematics. Nearly 13.4% students in Cheruvathoor had mean scores less than 40% in Mathematics, the corresponding figures were nearly 32% in Kumbla and 26% in Bekal. (6) The mean scores in grade IV were rather low in both the subjects areas. The mean score in Malayalam was higher (45.3%) than the mean score in Mathematics (38.4%). Surprisingly, Cheruvathoor which maintained a higher mean score had nearly 50% children scoring less than 40% in Malayalam in grade IV whereas 65% students scored less than 40% in Mathematics in grade IV. (7) Percentage of students scoring less than 40% in Malayalam, was 38% in Bekal, 47% in Kumbla and 50% in Cheruvathoo; in Mathematics in all the blocks nearly 65% students scored less than 40% and the percentage of students scoring more than 80% was negligible (8) levels of learner achievement were better in those schools where PTAs were active.

Implications and action points: 1. There was a need for improving the preparation for classroom teaching by the teachers. Managing overcrowded teaching situations and absence of notebooks among students need priority attention. 2. The primary teacher training should be designed in such a way that teachers are substitutable between subjects. 3. There were schools where almost all children scored zero in fraction. Therefore there is a need to look more closely into teaching of Mathematics mostly the way Fraction and Division are taught in the schools. 4. Two important areas for immediate concerns are integral management of the schools and improving teacher competency. In actual practice the teachers teach what they know than what is actually presented by the syllabus. 5. Strengthening of the PTA activities is one of the ways to improve school functioning. {NP/13}

VARGHESE, N.V. & MEHTA ARUN C. 1998. **Universalisation of Upper Primary Education in India: An analysis of Present Status and Future Requirement**. *New Delhi: NIEPA.*

Objectives: (i) To highlight norms for establishing and providing facilities in upper primary schools. (ii) To study the diversity of delivery mechanisms and administrative arrangements to provide upper primary education across states. (iii) To analyse quantitative expansion of the system and its linkages with primary education. (iv) To project future enrolment and teacher requirements. (v) To analyse resource allocation pattern and to estimate future resource requirements to universalize upper primary education in India.

Scope and geographical coverage: 16 states, which accounted for 96% of the enrolment at the primary and upper primary were considered for the study.

Methodology: The study was based on secondary sources of information. Information on various aspects of upper primary education were collected from various documents; data were collected from published documents brought out regularly by the Ministry of Education and other sources. The important data sources were Education in India, Selected Educational Statistics, All India Educational Survey, MHRD (Analysis of Budgeted Expenditure on Education) & NCERT.

Major findings and action points : (1) In many states, the percentage of female teachers in 1996-97 was more than that at the all India level (36%); in Kerala, (65.94%); in Gujarat, 47.04%; in Haryana, 39.96%; Karnataka, 43.73%; in Maharashtra, 40.48%; in Punjab (48.01%); and in Tamil Nadu, 48.70%. (2) Except in a few states, such as Assam, the majority of teachers were trained. Only 88% of the total 1195.8 thousand upper primary teachers in 1996-97 were trained according to figures at all-India level. In educationally backward states such as Bihar (7.3) and Rajasthan (7.2) had higher number of teachers per school than the all India average. (3) The Gross Enrolment Ratio (GER) of girls was low in Bihar (35.5%), Andhra Pradesh (45.6%), Orissa (54.9%), Uttar Pradesh (55%) and Rajasthan (56.9%). (4) A little more than 60% and 39% children of those who had taken admission in the grade I in 1990-91 could reach grade V & VIII respectively. The extent of dropout was more prevalent amongst girls as only 53 out of 100 girls could reach grade V compared to 61 out of 100 boys. (5) Nearly 255 of the upper primary schools in urban areas in 1986 were under unaided sector (from 8.7 in 1973 to 16.7% in 1986. The government sector accounted for 93.4% of primary schools in 1973, this percentage had declined to 92% in 1986. In urban areas the share of Government schools to total schools has increased. (6) Uttar Pradesh had about 55% of the total upper primary schools under the government management, while Kerala had a majority of schools (67.07%) in the private sector. West Bengal had all upper primary schools in the private aided sector. Assam (0.36%) Bihar (.50%) and Tamil Nadu (0.60%) had very few primary schools under the private unaided sector. (7) The share of the government sector in enrolment at upper primary level increased in the rural areas and remained the same in urban areas. (8) The transition from primary to upper primary education over time had improved. The transition rate in case of boys and girls were 37.60 and 32.15 respectively in the year 1991-92. A similar trend was observed when state wise percentages were analysed, however, in many a state the same was lower than that at all India level (35.32%). (10) The boy-girl differential was found to be significant in three of the educationally backward states, namely, Bihar, Madhya Pradesh and Rajasthan. All other states had the percentage of girls lower than the all India average i.e. 35.32% (11) Fee as a source of income for public expenditure declined from 20% in 1950-51 to around 3.6% in 1989-90. Similarly the share of the endowments declined from 11.6% to 3% during the corresponding period. (12) During the 8th Five-Year Plan the share of elementary education in total plan outlay has increased to around 42%. (13) The share of recurring expenditure was much higher in larger states and it was less in small states and Union Territories (more than 97% of the total expenditure was recurring). Andhra Pradesh, Haryana, Karnataka, Kerala spent more than 99% of its total expenditure in the recurring category but Arunachal Pradesh, Meghalya and Lakshadeep spent less than 75% of its total expenditure as recurring. (14) Between 1950-51 and 1989-90; per student expenditure in India has increased by around 21 times at the primary level and 17 times at middle level and by around 13 times at the secondary level and by around 6 times at the higher education level. (15) Universalising Upper Primary Education by the year 2006. 03 implies an expenditure between Rs. 50732.7 million to Rs. 61613.5 millions depending on the enrolment scenario acceptable to us. {NP/14}

VARGHESE, N. V. & MEHTA, ARUN C. 1999. **Universalisation of Upper Primary Education in India - An analysis of School Facilities and their Cost Implications**. *New Delhi: NIEPA.*

Objectives: (i) To study the provision of upper primary schooling facilities in relation to provision of primary schooling facilities in a given locality. (ii) To analyse the provision of infrastructural and other academic facilities in upper primary schools (iii) To analyse functioning of upper primary schools in the selected localities, and (iv) To estimate costs of provision of upper primary schooling facilities under varying organizational arrangements.

Scope and geographical coverage: This phase (Phase II) of the study was limited to an empirical analysis of the context of upper primary schools in selected localities from where the primary data was collected, capturing features of provision of upper primary schooling facilities under varying contexts - from poorly developed to well developed situations. The study was limited to Aurangabad, Bilaspur, Malappuram, Moradabad, districts of Maharashtra, Madhya Pradesh, Kerala and Uttar Pradesh respectively.

Methodology: The criterion to select blocks was: (i) a block which was located in close proximity to the district headquarters and another block (ii) which was the farthest from the district head quarters to capture the variations within the district, one representing a relatively developed situation. Thus the sample for the study consisted of 285 schools and 1391 teachers teaching in upper primary schools in the 8 blocks drawn from four districts of Kerala, Madhya Pradesh, Maharashtra and Uttar Pradesh. Tools for data collection were two types of questionnaires - a school questionnaire and a teacher questionnaire. The data collection was done by ORG (Operation Research Group). The data was computerised and was translated into SPSS for data analysis.

Major findings and action points : (1) The condition of upper primary school buildings was far from satisfactory. (2) Most of the schools in Malappuram and Aurangabad were well placed in terms of provision of teaching - learning materials and other facilities, however, very few schools had separate toilets for girls in these districts but the high inter-stage transition rates indicated that it was not constraining factor for parents to send their girls to upper primary schools. (3) The share of female teachers was very low in educationally backward districts; it varied from 12.5% in Moradabad to 17.6% in Bilaspur. (4) Transition ratios were very high at the upper primary level of education. Repetition rates were higher at the terminal grades then in other grades of primary education. Repetition rates in general were low in Aurangabad and Moradabad when compared to other districts. (5) The input-output ratio indicated that wastages were relatively less at the upper primary level of education except in Bilaspur. The input output ratio were 1:1.24 in case of Malappuram 1:1.42 in case of Bilaspur, 1:1.11 in case of Aurangabad and 1:1.20 in case of Moradabad. Wastage on account of repetition was atleast three times higher than that on account of dropouts (6) Most of the upper primary school teachers were from agricultural families with illiterate mothers. (7) In Mallappuram and Aurangabad most of the teachers were qualified and many were trained. (8) In-service training was more common in Malappuram followed by Aurangabad. Only 50% of the teachers in Bilaspur and 36% in Moradabad had received in-service training atleast once. (9) Many teachers felt that they did not get much support from the inspecting officers except in Aurangabad. (10) PTA meetings were not very regular in any district except in Malappuram. The support from PTAs was rather limited in Malappuram. VECs have yet to become effective mechanisms of community support at the upper primary level of education. (11) Nearly 40% of the working time of the headmaster in Malappuram was spent on administrative activities. To improve the school functioning there should be a raise in the status of headmaster as educational managers than as teachers. (12) Integrated schools (primary to secondary) were the least expensive arrangement to provide upper primary education, irrespective of the level of educational development of the areas. (13) The arrangement of providing upper primary education in sections attached to secondary levels (without primary) seemed to be most expensive proposition in most of the localities. (14) Provision of upper primary schools in developed districts might cost around Rs. 22 to 32 millions while in moderately developed blocks that might cost between Rs. 4 to 12 millions in the least developed areas like Moradabad Rs 14 to 20 millions. In Bilaspur where tribal population was substantial the level of teacher salaries were higher and hence total expenditure was also high in the district. {NP/15}

VARGHESE, N. V. & Zaidi, S. M. I. A. 2000. **Local Bodies and Planning for Education: A study of Aurangabad district, Maharashtra.** *NIEPA. New Delhi.*

Objectives : (i) To analyse the planning processes under DPEP in Maharashtra, and (ii) To study the involvement of various local bodies in planning and management of DPEP activities.

Scope and geographical coverage : The study was conducted in Aurangabad district of Maharashtra which was a first phase DPEP district. The study was delimited to three blocks of the district namely Aurangabad, Vaijapur and Kannad blocks.

Methodology : Sample for the study constituted 129 village panchayat members and 224 VEC members belonging to 13 village panchayats and 23 VECs respectively. Structured questionnaires were administered to collect information from members of Zilla Parishad Education (subject) committee, DPEP District Project Office and DIET and Panchayat Samiti. Informal discussions and formal interviews were conducted with the Chairman, Zilla Parishad, District Education Officer (primary), Principal and faculty members, Panchyat Samiti Chairman, BEOs, members of village panchayat and members of village panchayat and other educational functionaries at block and district level.

Major findings and action points : (1) In most of the cases the plans prepared under DPEP were neither prepared by local bodies nor were prepared with active support and involvement of local bodies. The plans were prepared by a 5-member core team who were officials of education department. Hence local bodies elected members felt that they were not sufficiently taken into confidence while the plans were prepared. (2) Consultation with teachers, parents and general public took place on a wider scale in the plan preparation process. (3) The village panchayat members had generally been involved in school construction activities. Though issues related to primary education were discussed in the panchayat meetings but most of those discussions centered around improving school facilities and not day to day management of school. (4) The involvement of VEC was found to be more in solving the problems related to improvement of school facilities involving civil works and irregular attendance of students. They were also directly involved in extra-curricular activities of school like organizing functions. (5) Though the VEC members visited schools but the visits were not regular. The visits were mainly for monitoring teachers regularity and students' attendance. (6) Funds for DPEP activities released from Zilla Parishad were directed through the village panchayat; its members were not aware about many of the DPEP activities. Even the DPEP members felt that they were not actively involved in the implementation of DPEP when it comes to activities related to school management. (7) Both VEC members and Village Panchayat members felt that they were not adequately equipped to deal with the issues related to planning and management of educational programmes. (8) The orientation of Village Panchayat and VEC members is an important area of intervention to strengthen local processes in planning and management of primary education. {NP/16}

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ABBREVIATIONS & ACRONYMS

ABSA	Assistant Basic Shiksha Adhikari
AS	Alternate Schools / Schooling
AWW	*Anganwari* Worker
BACs	Block Academic Coordinators
BAS	Baseline Assessment Survey
BLEC	Block Level Education Committee
BMC	Block Management Committee
BMC	Block Monitoring Cell
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CACs	Cluster Academic Coordinators
CBOS	Community Based Organisational Structure
CDOs	Community Development Officer
CRC	Cluster Resource Centre
CRCC	Community Resource Coordinator Centre
CRF	Completion Rate of Primary Education in Five Year
CRG	Cluster Resource Group
DARG	District Action Research Group
DEP	Distance Education Programme
DI	District Inspector
DIET	District Institute of Education & Training
DISE	District Information System for Education
DPEP	District Primary Education Programme
DPEPCRG	DPEP Core Resource Group
DPIC	District Programme Implementation Committee
DPRO	District Public Relation Officer
DRDA	District Rural Development Agency
DRG	District Resource Group
DRSC	District Resource and Studies Cell
DSS	Double Shift Schools

ECCE	Early Childhood Care & Education
ECE	Early Child Education
ED	Executive Committee
EE	Elementary Education
EFA	Education for All
EGS	Education Guarantee Scheme
ETT	Extended Teacher's Training
EVS	Environmental Studies
FGA	Focus Group Area
FGD	Focus Group Discussion
GER	Gross Enrolment Ratio
ICDS	Integrated Community Development Scheme
IED	Integrated Education for Disabled Children
IIMC	Indian Institute of Management - Calcutta
INV	Innovation
LP	Lower Primary
MAS	Mid-term Assessment Survey
MDM	Mid-day Meal
MGD	Media and Communication Strategy
MLL	Minimum Levels of Learning
N	Total Number
NCERT	National Council of Educational Research and Training
NER	Net Enrolment Rate
NGO	Non Government Organisation
NIEPA	National Institute of Educational Planning and administration
NPE	National Policy on Education its 1986
NPRC	"NINAD" Programme Resource Centre
OB	Operation Blackboard
OBC	Other Backward Classes
ODG	Other Disadvantaged Group
OMS	Organisational and Management Structure
ORG	Operation Research Group
PFE	Primary Formal Education
PMIS	Project Management Information System
POA	Programme of Action 1992

PRA	Panchayati Raj Association
PRIs	Panchayati Raj Institutions
PTA	Parent Teacher Association
PWD	Public Work Department
RIE	Regional Institute of Education
RPs	Resource Persons
SI	School Inspector
SAS	Social Assessment Survey
SBC	School Betterment Committees
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SCR	Student Classroom Ratio
SDI	Sub-Deputy Inspector
SFG	Special Focus Group
SIEMAT	State Institute for Educational Management and Training
SIP	Preparation School Improvement Plan
SLIP	School Based Learning Improvement Programme
SOPT	Special Orientation of Primary Teachers
SPD	State Project Director
SRG	State Resource Group
SRG	School Resource Group
SSA	Sarva Shiksha Abhiyan
SSD Deptt.	SC & ST Development Department
SSG	School Support Group
SSS	Single Shift Schools
ST	Scheduled Tribe
STEI	Scheduled Tribe Equity Index
TAS	Terminal Assessment Survey
TCM	True Cohort Method
TE	Teacher Education
TLM	Teaching Learning Material
TTP	Teacher Training Programme
UEE	Universalisation of Elementary Education
VEC	Village Education Committee
WDP	Women Development Programme
WEC	Ward Education Committee